

A Parent's Guide to the
**Self-Determined Learning
Model for Early
Elementary Students**

Susan B. Palmer and Michael L. Wehmeyer

Beach Center on Disability
Schiefelbusch Institute for Lifespan Studies

The University of Kansas

Illustrated by Sharon Falkner



The development of this product is supported by a grant funded by the U.S. Department of Education, Office of Special Education Programs (OSEP) Model Demonstration Projects for Young Children with Disabilities – CFDA 84.024B. Opinions expressed herein are those of the authors and do not necessarily represent the position of the U.S. Department of Education.



Permission is granted to reproduce this Parent's Guide. Please credit the authors and the Beach Center on Disability.

Illustrations © Sharon Falkner, 2002.

Susan Palmer, Ph.D.
Beach Center on Disability
University of Kansas
3136 Haworth Hall
1200 Sunnyside Avenue
Lawrence, KS 66045-7534

Preface

The Self-Determined Learning Model of Instruction for Early Elementary-Age Students was first used with teachers to teach problem solving and goal setting. Parents can also use this model to support learning in school, or to work on problems or goals in the home. The model enables teachers and parents to help children to begin the process to become self-determined. Young students can make choices about how to use their time and energy at school and at home. They can begin to understand problem solving and goal setting.

Children will work with adults to use the model. Children's ideas are valued and can be used with the questions in the model. Children's interests support their motivation. If we listen carefully to what children have to say, adults can structure supports for children's learning without taking total control. These interests of a child tend to support motivation to achieve goals.

Try using the sequence of questions presented in this guide for problem solving with your child. The questions can help you learn to support your child in making choices and decisions, and in setting goals for home and school.

Acknowledgments

The authors would like to acknowledge the contributions of special people who made this work possible. Danna Yeager, former project associate, contributed to the review of reading suggestions for parents and children. In addition, she worked with teachers and young children on the initial field test of the early elementary model. We also want to thank the teachers in Texas and Kansas who participated in the Early Elementary research project. Other key contributors to this manuscript are printing consultant Sharon Falkner, who illustrated the manuscript, and Betty Baron, who edited it.

The authors also thank Sharon Davis, Betsy Santelli, Michelle Schwartz, and Debbie Wilkes, who provided assistance with previous drafts. The model was originally developed through the agreeable collaboration of the authors with Dr. Martin Agran, Dr. Dennis Mithaug, and Dr. James Martin in 1997, through the U.S. Department of Education, Grant HO23C40126 awarded to The Arc of the United States. Our thanks are extended to each of you.

This parent's guide is dedicated to

Betsy Santelli (1947-2002)

Betsy's work with families of children with disabilities through the Beach Center, Parent to Parent, and the Grassroots Consortium on Disabilities will continue to inspire us.

Contents

Preface	iv
Acknowledgments	v
1. Introduction: Self-Determination	1
Self-Determination for Young Children	2
Development of Self-Determination	2
Learning, Family Beliefs, and Self-Determination	4
2. Using the Self-Determined Learning Model	7
Self-Directed Learning, Initial Activities	7
Activity One, What are Interests?	7
Activity Two, What is a Goal?	12
Activity Three, What is a Problem or Barrier?	17
The Self-Determined Learning Model-An Overview	18
Phase 1, What is My Goal?	19
Phase 2, What is My Plan?	22
Phase 3, What Have I Learned?	24
3. Elements That Support Goal Setting and Problem Solving	27
Choice Making	27
More about Setting Goals	28
Decision Making	29
4. Communication and Self-Advocacy Skills for Self-Determination ..	33
Communication and Social Skills	33
Self-Advocacy Skills	35
5. Using Self-Management with the Model	39
Preparing for Self-Management	40
Using Self-Monitoring, or Did I Do What I Said I Would?	41
References	43
Appendix A: Children's Books about Problem Solving	44
Appendix B: Suggestions for Further Reading	52
Appendix C: Sample Forms to Copy	60

Chapter 1

Introduction: Self-Determination



Self-determination provides support and opportunities for young people, with guidance from adults, to experience more control in their lives and learn to make decisions and solve problems. Children need support to learn and do things that will help them later in life. Self-determination provides a way to realize abilities for all individuals, not only those with disabilities. Although children with disabilities may need extra help to build on their strengths and understand their limitations, they can learn to be self-determined as adolescents and adults.

For young children, self-determination relates to interests, choices, decisions, and problems to be solved, usually with help from adults. Much of this Parent's Guide is based on the work of Wehmeyer (1992, 1996), who defines self-determination as an educational outcome. As adults, we should be able to manage our lives within our family and community units. Others may influence us to some degree but not more than necessary. Wehmeyer identified four characteristics that describe self-determined actions or activities for adolescents and adults:

- 1) Making choices and decisions, as needed (acting autonomously);
- 2) Having some personal control over actions (behavior is self-regulated);
- 3) Feeling and acting capable (initiating and responding to events in a psychologically empowered manner); and
- 4) Understanding the effects of actions (acting in a self-realizing manner).

A child may begin to display some of these characteristics in his or her behavior, but not to the extent that an adolescent or adult would. We should not expect young children to be fully self-determined.

Wehmeyer (1996) identified the following developmental components that support behavior that is autonomous, self-regulated, psychologically empowered, and self-realizing:

- Choice making
- Decision making
- Problem solving, self-observation, self-evaluation, and reinforcement (being self-regulated)
- Self-instruction
- Positive beliefs that one is effective and can expect certain outcomes
- Self-awareness and self-knowledge (knowing what you do well and what you need help to do)
- Self-advocacy skills (speaking up for oneself).

Some components are evident early. For example, choice making can occur as early as in infancy. Other components, such as goal setting and attainment will be appropriate in the elementary years. These components of self-determination promote self-determination and independence in any activities that individuals and their family think are important.

Self-determination for Young Children

Parents can help children begin the journey toward self-determination early in life, even before formal schooling. Self-determination is a developmental process that families, teachers, and therapists can continue to promote in the earliest elementary grades, so that as children grow, they can do more things on their own. Children begin this process through experiences in many settings and by learning and doing many different things.

Many parents know that young children can make choices early in their lives and, if they are given assistance and opportunities, express interests related to activities, people, and daily living. Children begin to express choices, first in pointing to objects and then in naming them. Young children begin to differentiate between self and others at about 15 to 18 months, becoming increasingly more self-aware.

Although children with special needs develop in much the same way that other children do, their development may be delayed or different, and could be supported with technology or other adaptations. Regardless of their individual developmental paths, all children can learn to make choices and decisions, and to solve problems. When children begin to set goals, the goals often relate to finding information about something. Boys and girls talk about what they want to be when they grow up. Young children include future plans in their play but do not necessarily connect the plans with current activities. In early elementary grades, children (with support from teachers and parents) can set short-term goals to learn to use self-management, self-evaluation, and other skills that promote later self-determination. The Self-Determined Learning Model is based on principles of child development and can be helpful in starting the process.

The Development of Self-Determination

The home, school, and community provide support for children to become self-determined.

Parents and others influence the development of self-determination through these actions:

- Supporting high expectations for children's activities that promote self-determined behavior,
- Encouraging independent function and development of abilities, and
- Promoting interaction with others.

Individuals who spend time with children with disabilities can support and encourage them. People on the educational or support team can collaborate to promote self-sufficiency and self-determination in children. Teachers and parents can encourage children to consider alternatives, make choices, increase social interaction, and support the process of learning through play. Young children can enjoy free play for fun as well as for learning. Play includes play with toys or things of interest around the house and social play with other people.

In elementary school, young students should attend their Individualized Educational Planning (IEP) meetings. They can begin to be part of the meetings that draft their educational plans. Older students will have more involvement in their IEPs and learn to lead these meetings. Parents, educators, and students need to be involved in team discussions, as much as possible. Students will understand their own strengths and needs, as well as the purpose and content of the special education instruction. *Furthermore, in addition to helping with their annual planning meetings, students in elementary and secondary classes should work on day-to-day self-directed plans.* The Self-Determined Learning Model provides a way to include self-direction that is supported by adults, enabling students to learn.

Using physical and social environments in the following ways, the home, school, and community provide opportunities for children to learn:

- Activities to help children learn can occur regularly and be directed by children's interests,
- Different materials can be made available to stimulate child learning, and
- Regular feedback can be provided to children about their learning.

Rules and limits for both home and school behaviors help young people manage their own behavior, learn self-regulation, and become a valued part of our society. Of course, children *do need limits* placed on territory and behavior. Within workable limits, the physical and psychological environments can support independent functioning, both at home and in school. Parents and guardians facilitate community experiences for their families. Many community activities for young children occur with parents and other family members:

- Family trips to the library, where children can choose books or educational videos,
- Story time for young children and their parent to support learning,
- Religious services that provide peer contact, as well as family support for the child with disabilities,
- Activity or play groups provide opportunities for a small group of children to play with toys, make choices about food for snacks, and learn to get along with others, and
- Childcare, preschool, or possibly Head Start can provide both consistent care and learning opportunities.

(Note: Think about whether a child who is significantly delayed can manage to be away from a parent for a length of time and still enjoy the activity if it is in an unfamiliar place or has a new person leading it. Depending on their level of comfort, social emotional development, and need for independence many young children still need a consistent caregiver with them to benefit from activities outside the home.)

Learning, Family Beliefs and Self-Determination

Take a few minutes to consider how children learn. Usually, children learn best by being as active as possible.

Here are some ways to support children's learning:

- Children learn about the world and how to get along with others, so practicing through play can help
- Learning while being safe and valued, both at home and in the community helps children develop new ideas and interests
- Feeling secure that someone is paying attention to them and keeping them safe from harm provides children with a secure learning environment
- Having meaningful choices to make helps children to learn to consider alternatives
- Exploring choices by being actively involved is helpful in children's learning
- Learning from parents and teachers about the outside world helps children to learn in a rich, detailed context.

When you are considering educational settings for your children, look carefully at the philosophy of a program before enrolling. To promote active involvement in learning, choice should be encouraged in classrooms of young children. Teachers can control the behavior of their classes but also provide autonomy for children to experience learning actively. Young people also can make some decisions about what they want to do or learn in order to experience some self-direction. When teachers strategically help children with a variety of situations, they are promoting learning and development. By offering opportunities to practice and expand newly acquired skills, teachers actively encourage further learning and future self-determination. You, as a parent, can do the same things at home.

Being self-determined means that adolescents or adults, supported by their families or cultural beliefs, can make choices and decisions about what is important to them. Self-determined activities are not automatically associated with becoming 18 or 21 years old, however. We must provide opportunities for practice of the developmental components of self-determination over the years that children are in elementary and secondary schools, as well as during their early years. It is also important for young

people with disabilities to be able to speak up for themselves at school or work, as needed, and to be safe, secure, and reasonably happy.

Finding the balance between making every choice and decision for oneself, and allowing others to make these choices is something each person must decide. For example, many adults drive a car but choose not to learn about car repair; they find someone to do the repairs for them. Also, adults with disabilities choose where they live. Some choose to live independently, with support from family, friends, and service providers. Others choose not to live independently. What is important is that adults with disabilities have that choice. For young children, choices may be smaller in scope, such as what food to eat or clothes to wear. These choices, however, are equally important in supporting the process of becoming self-determined.

Depending upon their personal and cultural beliefs, financial resources, and ability to support unique circumstances, families have their own values related to self-determination, and they decide the level of independence for their own members. For example, young children in some family groups may not be encouraged to make their own choices during preschool years; parents in their culture usually make choices for them. However, when children with disabilities reach school age, some flexibility should be possible, as these children will be encouraged to learn to choose among alternatives at school. Young children in other families may have more choices at home than they will in school. Parents can talk with teachers to clarify the family's values and those of their culture related to self-determination and independence.

Children in the elementary grades can begin to learn and use goal setting and decision making, problem-solving strategies, and choice-making skills. These abilities help them to begin to become responsible for their own actions and abilities. Of course, when children are younger, they will not be able to do this alone, but they can start to learn some of the process. If you wish to read more about self-determination, see Appendix C.

The Self-Determined Learning Model provides a means to work on individual, age-appropriate goals within the settings of home and school. Parents can use the model with children at home, or teachers and students can use the model for student goals that are helpful both at school and at home. Parents support their children in some of the same ways that teachers do. A mother or father might help a child learn to clean his or her room or to set limits on behavior. These guidelines and limits help children learn to become more in control of their behavior. The Self-Determined Learning Model is used to teach students to direct their own learning through goal setting and problem solving.

Chapter 2

Using the Self-Determined Learning Model



Parents can use the Self-Determined Learning Model to support learning in school, or to work on problems or goals related to the home. Although the model was originally developed for teachers to teach students problem solving and goal setting, parents can easily use it at home or in the community. Young students make choices in spending their time and energy at school as well as at home and can begin to solve problems and set goals. You can work with your child to use the model by valuing your child's interests and by setting necessary limits to help with goals. Children's interests motivate them to achieve goals. By listening carefully to what children have to say, you can structure supports for learning, without taking total control.

Using the Self-Determined Learning Model with Sandy and Joe: Sandy was already using the Self-Determined Learning Model at school to learn more about reading. Her teacher, Mr. Smith, suggested that Sandy and her mother might like to use it at home, too. Joe wanted to do a project at home. His parents thought this might be a good time to use the model framework that Mr. Jones, Joe's teacher, sent home. Sandy and Joe will provide consistent examples for using the model in problem solving and goal setting. Sandy and Joe's examples are included in this chapter. The goals and ideas for achieving them are in the Student Pages of the model.

The Self-Determined Learning Model includes 12 questions arranged in three phases: Setting a Goal, Taking Action, and Adjusting the Goal or Plan. First, it is important to talk about what interests, goals, and problems are, in relation to the Self-Determined Learning Model. Later in this chapter, you will read much more about the model.

Self-Directed Learning Pre-model Activities

Activity One, What Are Interests? Interests motivate behavior. The Self-Determined Learning Model is built on the principles of child-directed learning involving children's interests, which motivate child behavior. So the suggestions for what children wish to do or learn provide the basis for setting a goal within the model. Talk with your children about things they like to do, and help them understand that they may like the same things as other children do, or they may like very different things.

Sandy's and Joe's Interest pages may help you understand the process. Sandy's goal is on pp. 8-11 and Joe's goal is on pp. 13-16. These are described in *vignettes* throughout the chapter. A blank "Exploring My Interests" page of the Learning Model is in Appendix C. You may copy this to use. Encourage your child to fill in words or draw pictures related to his or her interests at home and at school, on the top part of the page. You can help your children write this or let them do it, but first, talk about it together.

Sandy

The Self-Determined Learning Model



Exploring My Interests

What do I like to do at school and at home?

watch
television

Visit
Grandma

Play with
Jessica

Work on
the computer

Learn to
read

Go to
the movies

??



What do I want to learn?

???



How to make
bracelets
with beads

Reading
words

Computer
games

Choose one box and start the Child Questions
on the next page.

Just one!



Sandy

Phase 1, Set a Goal

Name Sandy

Date October 3

Problem to Solve: What is my goal?

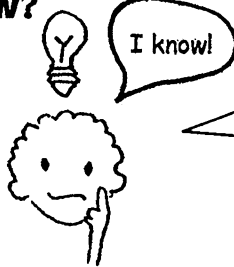


1. What do I want to learn?



How to read more words.

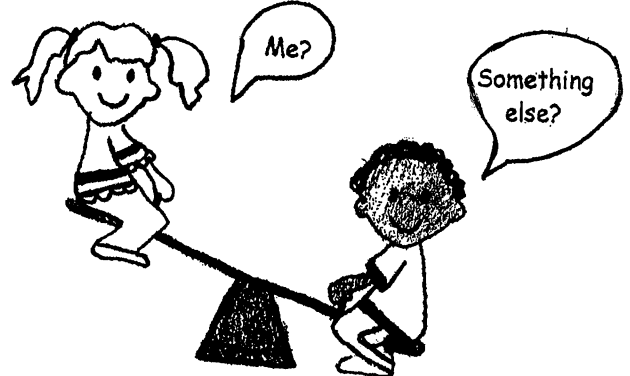
2. What do I know about it now?



I know 5 words on our big list.

3. What must change for me to learn what I don't know?

I have to work harder.
I have to wait to watch television until I study.



4. What can I do to make this happen?



I can start to study if the teacher sends the words. My mom can help me to learn 30 words.

End of Phase 1...Go on to Phase 2.

Sandy

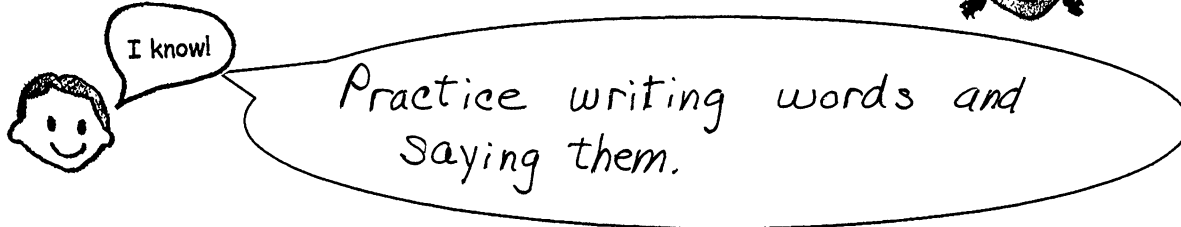
Phase 2, Take Action

Name Sandy

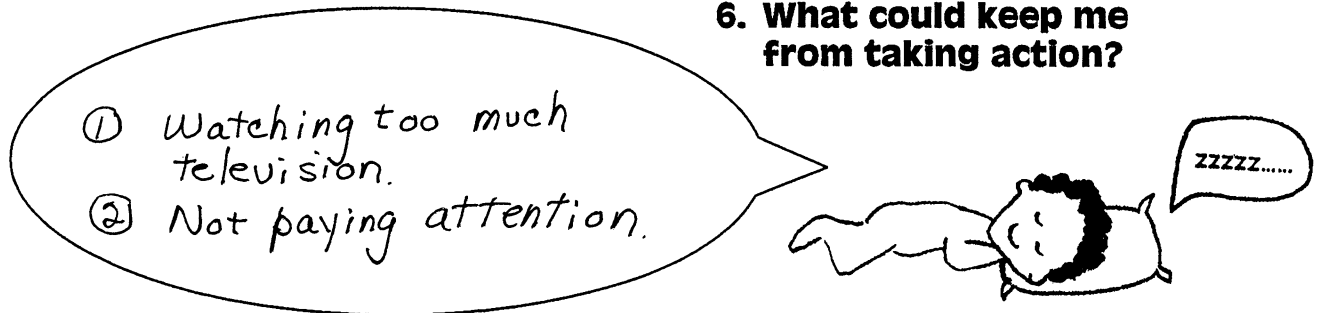
Date October 4

Problem to Solve: What is my plan?

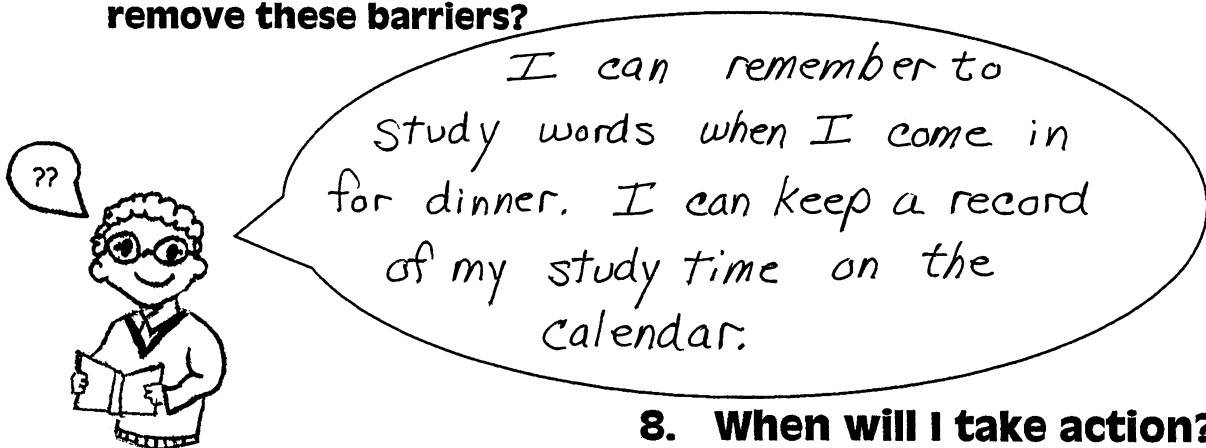
5. What can I do to learn what I don't know?



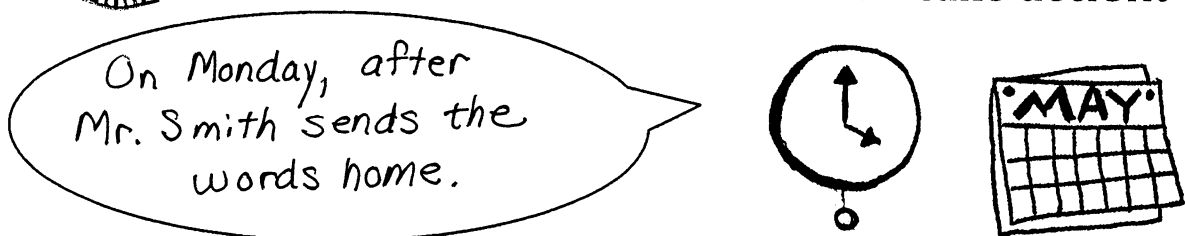
6. What could keep me from taking action?



7. What can I do to remove these barriers?



8. When will I take action?



End of Phase 2. . I will start working on my plan and then go on to Phase 3.

Sandy

Phase 3, Adjust Goal

Name Sandy

Date November 2

Problem to Solve: What have I learned?

9. What actions have I taken?



I wrote my words
10 times each day. I
said them a lot.

10. What barriers have been removed?

I remember to study
every night before I
watch television.



11. What has changed about what I don't know?

What's
new?

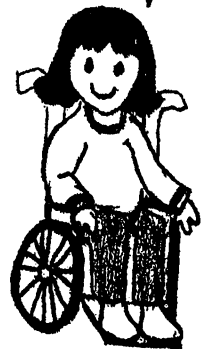


I know more words now.
Instead of 5, I know more
words on our word list.

12. Do I know what I want to know?

Yes!

Yes?
No?



Here's how I feel about what I did!

I like to learn things.
It was fun!



Sandy has been doing some problem solving at school with her teacher about learning to read. Her teacher suggested that she might want to work at home with her mother or father, too. Sandy and her mother sat down together one Saturday morning and thought about the things that Sandy wanted to learn or do. Watching television, playing, learning to read, and working on computers were some of Sandy's interests. Sandy and her mother wrote the information on the "Exploring My Interests" page and decided to work on one part of the reading work at home. Sandy's Interests are on p. 8.

Joe and his parents sat down to talk about what he liked to do at home and at school. Joe likes riding his bike, building things, and visiting his friend, Josh. Joe's Interest Page follows on p.13.

Activity Two, What Is a Goal? At the bottom of the "Exploring My Interests" page, you and your child will be thinking about a goal as something you plan to do. The word *goal* in the model relates to something you want to learn or do. Another meaning for goal that occurs to young children is a score in soccer or football, but this is not what we're thinking of now. You can talk about goals that children might set, such as reading a short book at home for extra credit, planning a birthday party for someone special, or working on some skill for a sport or hobby.

The three boxes at the bottom of the "Exploring My Interests" page ask children to choose several things they want to work on (topics for goals). Take time to listen to your children's ideas to help them think about goals. Your children's interests will motivate them to work on their goal. You can make suggestions and set limits on the goal topics to make them more realistic and safe. You and your child can select three possible goal topics, putting one in each box at the bottom of the page.

Sandy and her mother talked about goals. At school, her teacher, Mr. Smith, had already talked about interests, problems, and goals with the class. After making sure that they both were thinking about ideas that related to the model, Sandy and her mother were able to complete the Interest page. Sandy told her mother, "Goals are scores, but they are also things that I want to do." The goals identified were making bracelets, reading words, and playing computer games.

Joe's goals were to build things, study math, and read better. His grandfather's birthday was soon, so Joe decided that he wanted to make a present for Grandpa. It became clear that Joe could combine all three goals ideas and have a gift for Grandpa.

Joe

The Self-Determined Learning Model



Exploring My Interests

What do I like to do at school and at home?

Ride my
bike

Watch
television

Run
races

Build
things

Study
math

Go to
Josh's
house

??



What do I want to learn?

???



Build *
Things

Study *
math

Read *
better

Choose one box and start the Child Questions
on the next page.

Just one!



* Joe and his parents decided to
combine reading, math, and building

Joe

Phase 1, Set a Goal

Name Joe

Date January 8

Problem to Solve: What is my goal?

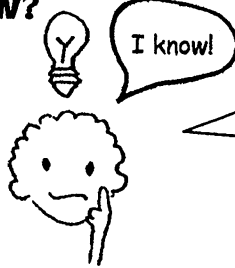


1. What do I want to learn?



I want to build something for grandpa's birthday.

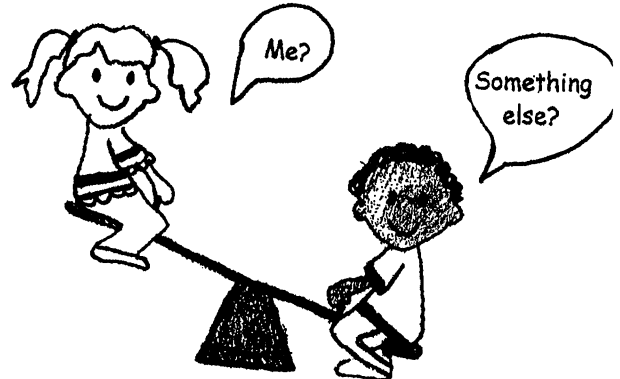
2. What do I know about it now?



I like hammering and sawing wood.

3. What must change for me to learn what I don't know?

I have to find a book about making things. And I need to do it soon.



4. What can I do to make this happen?



We can go to the library and read about it. Then Dad or Mom can take me to buy what we need.

End of Phase 1...Go on to Phase 2.

Joe

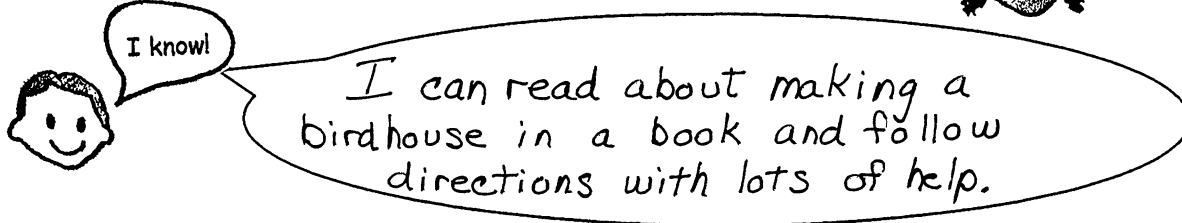
Phase 2, Take Action

Name Joe

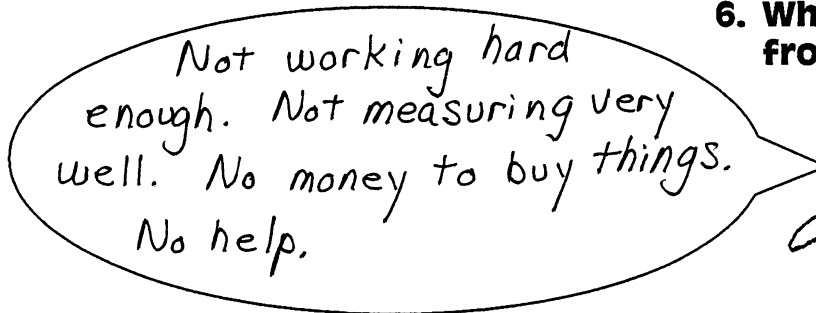
Date January 12

Problem to Solve: What is my plan?

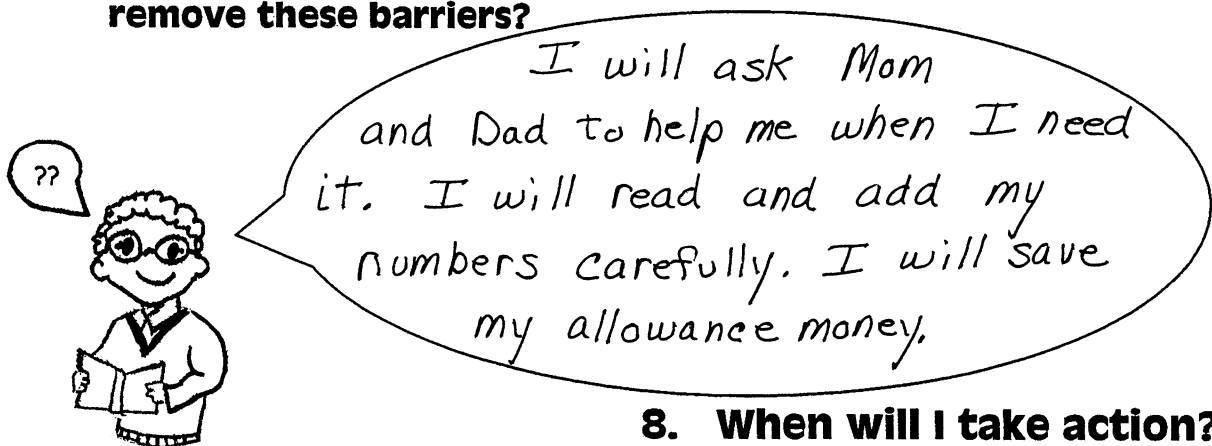
5. What can I do to learn what I don't know?



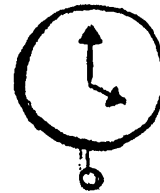
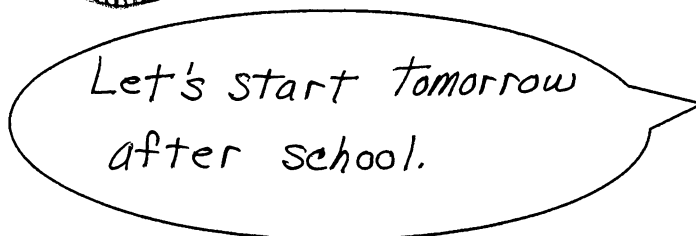
6. What could keep me from taking action?



7. What can I do to remove these barriers?



8. When will I take action?



End of Phase 2. . .I will start working on my plan and then go on to Phase 3.

Joe

Phase 3, Adjust Goal

Name Joe

Date January 30

Problem to Solve: What have I learned?

9. What actions have I taken?



I went to the library,
found a plan for a birdhouse,
and changed it some.

10. What barriers have been removed?

I got some help.
I needed to read and
I did that.



11. What has changed about what I don't know?

What's
new?



I know what to buy to
make a birdhouse.

12. Do I know what I want to know?

Not yet! I still need to
do the building, but I
need some paint, too.

Yes?
No?



Here's how I feel about what I did!

I like it so far, but I
need more money and more help.



Activity Three, What Is a Problem or Barrier? *Problems* are related to goals and the goal-setting process. *Barriers* block goal attainment. You can talk about problems and barriers by using some examples from everyday life. Encourage your child to think about problems, give examples of a problem, and decide what the word “problem” or “barrier” means. Read a story about problem solving to think about this. See Appendix A for a list of children’s books about problem solving. Most of these books involve some goal-directed behavior to solve a problem or overcome a barrier. You might also wish to use some of the following suggestions to talk about the concept of problems:

- Explain that a problem is something that keeps people from getting what they want or need
- Use role playing to talk about the many ways to solve problems (for example, “If you need to get ready for school on time, what can you do?” or “I lost my sweatshirt somewhere. How can I find it again?”)
- Talk about reasons why problems are not solved (for example, people may not want to think about them, it takes some time, they are difficult, or problems may appear to be too large to solve. . .)
- Discuss what barriers or difficulties are—(something that is in the way of a solution—I want to read Dr. Seuss’s *Green Eggs and Ham*, but I don’t know where I can get it)
- Remind children that problems aren’t always bad things, but simply things that need work (i.e. Grandma is coming next week and I need to clean my room, or I need to work on learning to write my name the way I need to do it at school).

In order to solve problems, the gap between the current situation and the expected outcome must be closed. Barriers may get in the way while you are trying to achieve goals. One of the questions in each part of the model asks children to tell what is stopping them from achieving their goal or plan. You can explain the word “barrier” using the analogy of a highway roadblock that does not allow us to drive straight down the road. We may have to take a detour or work around our problems. Work with your children to find out what they think is a problem for them or a goal that they wish to set and achieve. Joe and Sandy’s problems (and solutions) will appear later in this chapter.

Before you move to the next section take time to read this!

Younger children may need more explanation for the activities listed in this section of the guide than will older children. Take some time to ask your children what their interests are and what they like to do and learn. Listen carefully to what they tell you. This is a good chance to talk about what “goal” means and what a “problem” is. Be sure that you and your child are thinking and talking about similar meanings while you work on the Self-Determined Learning Model.

The Self-Determined Learning Model-An Overview

Now that your child understands the definitions of *interests*, *goals*, and *problems*, we can move on to the model. The Self-Determined Learning Model has three phases: Setting a Goal, Taking Action, and Adjusting the Goal or Plan. Each of the three parts or phases of the model has four questions. The questions represent a *problem solving sequence*: Question 1, “What do I want to learn?”, Question 2, “What do I know about it now?”, Question 3, “What must change for me to learn what I don’t know?”, and Question 4, “What can I do to make this happen?” These questions begin with a problem and move in sequence to having the child decide how he or she will solve the problem by setting a goal. This same sequence of problem solving is contained in *each* of the three phases of the model.

Child Questions are written in *child voice*, (i.e. “What do *I* like to do at school and at home?” and “What do *I* want to learn?”), to remind you that your child should be answering these questions (with adult assistance). This will help your child to have some voice in what he or she chooses to learn or do. Then later, when your child is familiar with the steps in the problem solving process, he or she can use these questions more independently (but still with adult guidance), while setting goals and solving problems in many different settings. To make sure that children understand, you may change the wording of these questions. You should keep the meaning the same, however, even if you must change some of the words. See Appendix C for a copy of the model questions that you can copy to use with your child.

The questions of the model are important, but they only outline the goal setting process, of course. The real activity begins by talking together. You and your child can decide what to do, think together about what needs to happen, agree when and what will take place, and discuss other details about goal setting and problem solving. Use the sequence of questions presented later in this chapter for goal setting and problem solving with your child. These questions can help you learn to support your child in making choices and decisions, and to set goals for home and school. Talk with your child, of course, to clarify the terms *interests*, *goals*, and *problems*.

Parent Suggestions are listed for parts of the model under each Child Question. These suggestions guide a parent to help children learn and use this process for problem solving. Of course, parents can generate ideas for supporting their children as they use the model. For example, in Phase One, Set a Goal, Question 1, “*What do I want to learn?*”, you can help your child identify specific strengths and needs; talk about preferences, interests, and beliefs; or talk about what idea is the best for a goal.

The first time that children use the Self-Determined Learning Model to work on goals, it will take longer to complete the process. Take the time to talk with your child and work with him or her on the steps. Later, as the steps are more familiar, children will use them more naturally.

Children will follow the *Goal* they have set in Phase 1 of the model with a *Plan* in Phase 2. Phase 3 is an *Evaluation* of that plan or goal. In Phase 3, you and your child consider any changes in the situation and decide if the plan to achieve the goal is working. By working through the Child Questions and using Parent Suggestions, you and your child can begin to work together on goals and problems in a logical, effective way. This process takes into account your child's interests, abilities, strengths, weaknesses, and the context in which goals are set.

Phase 1, What is My Goal?

Using Phase 1 of the model, Sandy and her mother started by setting a specific goal. They looked at Sandy's "Exploring My Interests" first (p. 8). Sandy's teacher sent some suggestions home for them to think about, too. When asked about what she would like to do or learn (Question 1, p. 9), Sandy said that she wanted to learn to read better. She knew only five sight words and wanted to learn more (Question 2). In order to do that she would need to work on them with her mother and try not to watch too much television, so she had time to study (Question 3). For Question 4, Sandy's mother wrote that Sandy wanted to learn to read 30 sight words.

You can explain to your child that you are using the model to learn new things, to set goals and make decisions at home or school, and to become better problem solvers. Remember first to use the Premodel Activities (on pp. 7, 12, and 17) with your children. Talk about interests, goals, and problems in general. Following your conversation about goals and problems, start Phase 1 by asking the first Child Question, "What do I want to learn?" Refer to the "Exploring My Interests" page and the three goal topics that your child has listed. Help him or her select one topic to answer the first Child Question. Discuss what Question 1 means and, if necessary, use other phrases such as "What do I want to be able to do?" or "What do I want to know more about?" Your child's answer will help you to reword the question and try again.

Joe's Exploring My Interest page (p. 13) was helpful in deciding on a goal. Joe told his parents that he wanted to build something for his grandpa's birthday (Question 1). For Question 2, he said that he knew that he liked saws and hammers (What he knew about the project now). Joe and his parents looked at what he said he wanted to learn and noticed that math, reading, and building things were three possible goals that Joe had. The project could use each of those areas, so they could combine all three. Joe answered Question 3, What must change for me to learn what I don't know?, by saying that he had to find a book about making things. Question 4 (What can I do to make this happen?), was hard for Joe to think about on his own. He needed one of his parents to drive him to the library. They would start by getting a book from the library, reading it, and deciding what Joe needed to buy or collect to make his grandpa the birdhouse. (Joe's Phase 1 of the model is on p. 14.)

When you talk about the questions of the model, listen carefully to the child: do not supply words. Ask open-ended questions that need more than a one- or two-word answer, and use effective listening techniques. *Effective listening* means restating answers that your child gives so that you can clarify meaning, and focus on your child in the conversation, rather than on what you will say next. After asking a question, you usually need to wait for your child to give an answer. Wait time could be 10 to 15 seconds of silence, to give your children time to gather their thoughts and use their own words. If they are unable to answer, reword the question, and wait again. Only then, should you suggest an answer- providing support for them to work on a goal, even if at first they can't independently answer the questions in the model. Children can learn about goal setting while they are doing it, with you as their supporter to explain things. As you work through all twelve of the Child Questions in the three phases of the model, *write down* the reworded version for the next time your child uses the model. This will provide you with a list of Child Questions to use each time.

It is important to work on a goal in which your child is interested. If your child (with your help) sets a goal that does not hold his or her interest over several weeks, then, if your child agrees, you can revise the goal-setting process to set another goal, with a shorter time limit. As you talk with your child, be sure to:

- *Keep* a limited focus for initial goals, so you and your child can work through the three phases of the model in a shorter period of time
- *Think about the purpose of the model-to set clear and achievable goals*
- *Remember the guidelines and limits that are part of your family's culture and rule system.* Although we want children to develop skills and abilities in order to have the capacity for self-determination, it is not necessary to forget about rules and behavior to help children learn problem solving and goal setting
- *Keep focused* on the subject that you (child and parent) wish to think about.

Sandy's and Joe's parents needed some help as they worked on the questions together with their children. They looked at the Parent Suggestions that appear in the charts after each phase of the model. As you and your child move through the Child Questions, keep in mind the Parent Suggestions. For example, in Child Question 1, the Parent Suggestions are:

- Help your child identify specific strengths and needs
- Help your child to talk about his or her preferences, interests and beliefs
- Talk with your child to decide which needs are most important.

Phase 1 has four Child Questions:

- (1) *What do I want to learn?* or, *What do I want to do?* This question relates to interests and activities that have been identified already, especially through use of the Premodel Activities beginning on p. 7.

- (2) *What do I know about it now?* Here you can help your child think about problems or opportunities in his or her situation. If your child does not name any of these, you can suggest a few things to think about.
- (3) *What must change for me to learn what I don't know?* Question 3 asks your child to think about what has to change about either his or her environment or himself or herself.
- (4) *What can I do to make this happen?* Question 4 asks the child to decide what he or she can do to make the desired action or activity happen. This puts the responsibility for goal achievement on the child (with whatever level of your support is needed to make that happen, of course).

By the end of Phase 1, a child will have clearly identified a goal or problem to solve by choosing among alternatives and thinking about barriers. He or she will be ready for Phase 2.

<i>Self-Determined Learning Model, Phase 1, Set a Goal</i>	
<i>Problem for Child to Solve: What is my goal?</i>	
Child Question 1: What do I want to learn? Or, What do I want to do?	
	Parent Suggestions <ul style="list-style-type: none"> • Help child to identify specific strengths and needs • Help child to talk about his or her preferences, interests, and beliefs • Talk with child to decide which needs are most important.
Child Question 2: What do I know about it now?	
	Parent Suggestion <ul style="list-style-type: none"> • Help child gather information about opportunities and barriers in the environment.
Child Question 3: What must change for me to learn what I don't know?	
	Parent Suggestions <ul style="list-style-type: none"> • Help child to decide if he or she needs to think about or learn something new, change something in the environment, or both of these.
Child Question 4: What can I do to make this happen?	
	Parent Suggestions <ul style="list-style-type: none"> • Help child to choose a goal and think about how that will look when done.

Phase 2, What is My Plan?

The next day Sandy and her mother decided to think about the plan for working on reading at home. They talked about what Sandy could do to learn what she did not know, practice writing the words, and say them out loud (Question 5), and what might keep her from taking action (Question 6). Sandy decided that she needed to set up a schedule for learning her words and to practice every day (Question 7). She told her mother that she would start on Monday to learn her words, if the teacher could send them home for her (Question 8). Sandy's mother sent a note to Sandy's teacher, and Mr. Jones sent home a copy of the words. Sandy and her mother decided to put a sticker up for every day that Sandy remembered to study her words. If her mother had to remind her to do it, then they only put a check mark on the calendar to show that Sandy had studied the words. (Sandy's Phase 2 is on p. 10.)

Joe and his parents talked about his goal of making a bird house for his grandfather. For Question 5, Joe decided to read the book about building and follow the directions with help from his parents and others. He thought that if he did not work hard enough or measure things very well, he could have problems (Question 6). He also needed money to buy materials. When asked what he could do to remove the barriers to doing his project, Joe said that he would ask his mother and father for help, read and add his numbers carefully, as well as save money from his allowance (Question 7). For Question 8, he said that he wanted to start after school the next day. (See Joe's Phase 2 of the model on p. 15.)

Phase 2 has four Child Questions:

- (5) *What can I do to learn what I don't know?* Question 5 includes the Parent Suggestion to help child to decide where he or she is now working on his or her goal or problem.
- (6) *What could keep me from taking action?* Here a child is asked to identify what he or she can do to identify barriers. This could be either some within-person change or it could be a change in some context (or both).
- (7) *What can I do to remove these barriers?* To work on Question 7, a child should ask, "What can I do to remove these barriers or problems?" with a parent helping to decide what a child can do to change things, if necessary.
- (8) *When will I take action?* Parent Suggestions here refer to setting up a schedule, helping children work on self-monitoring, or thinking about their actions while doing them. See chapter 5 for suggestions on this.

At this point, you and your child will have decided when he or she will begin to work on the plan (Phase 2, Questions 5-8). After you and your child have worked on the plan in Phase 2 for a period of time, and some activity (not necessarily progress) has taken place toward goal attainment, you should discuss the questions in Phase 3.

<i>Self-Determined Learning Model, Phase 2, Take Action</i>	
<i>Problem for child to solve: What is my plan?</i>	
Child Question 5: What can I do to learn what I don't know?	
Parent Suggestion	<ul style="list-style-type: none"> • Help child to determine “where he or she is” in the work on the goal or problem.
Child Question 6: What could keep me from taking action?	
Parent Suggestion	<ul style="list-style-type: none"> • Help child to determine plan of action to move from “where he or she is now” to “where he or she wants to be,” in terms of their goal or solution to a problem.
Child Question 7: What can I do to remove these barriers? (things that stop me)?	
Parent Suggestions	<ul style="list-style-type: none"> • Talk with child to decide what he or she can do to change things. • Provide mutually agreed-upon parent-directed instruction.
Child Question 8: When will I take action?	
Parent Suggestions	<ul style="list-style-type: none"> • Help child to decide schedule for action plan. • Enable child to work on action plan. • Help child learn how to self-monitor progress.

Phase 3, What Have I Learned?

After two weeks, Sandy told her mother that she knew the words, so they talked about the last phase of the goal-setting model. Sandy told her mother what she had done to learn the words (Question 9), and what things had changed (Question 10). Sandy's mother wrote them down so that they could look at them if necessary. Sandy showed her mother that she could read all the words that the teacher had sent home (Question 11) and told her mother that she knew what she needed to know (Question 12). Then Sandy thought that she would like to set a new learning goal, because this helped her think about what she needed to learn and how to do it. Sandy told her mother that she liked to learn some things at home, too. Sandy said, "It was fun!" (See p. 11.)

Sometimes Sandy and Joe would forget about their goals for a few days. Sandy's mother reminded her and finally moved the chart to a place near the back door where Sandy hung her backpack when she came home from school. That seemed to help. Every few days Joe and his parents would talk about what Joe was doing on his goal. Usually younger children need to talk about their goal and be reminded more than older children do.

In Phase 3 children get a chance to do self-evaluation of a goal, an important part of the learning process. This part of the model is often left to chance, or adults simply tell children how they did, without asking children what they think. Phase 3 helps children with the process of self-evaluation and self-awareness. These parts of self-determination are often overlooked in teaching as well as in parenting, because we often tell our children what is wrong, instead of asking them to help us figure it out. Learning to think about how we are doing and becoming more self-aware will help us to become more independent learners.

Child Questions in Phase 3 include:

9) *What actions have I taken?* Now is the time to help your child think about child progress or lack of progress toward his or her goal,

10) *What barriers or problems have been removed?* Talk about the things that are different now concerning what was in the child's way,

11) *What has changed about what I don't know?* Parent Suggestions include:

supporting child to rethink a goal if he or she has not made much progress, helping the child to decide if his or her goal should remain the same or change, helping a child to decide whether his or her Action Plan was workable, and/or helping a child change it.

12) *Do I know what I want to know?* Your child can answer this clearly, but you may want to talk about progress made on the goal to a greater extent than just a "yes or no" answer. Here you both can decide whether to set a new goal, work on the old one some more (if the plan is viable), or revise the plan to make the goal more realistic.

Note: It is fine to go back to either Phase 1 or Phase 2 of the model, if your child is unsure about what to do. If he or she does not have a clear idea of the goal, then you should review Phases 1 and 2. If your child has not taken any action toward goal attainment, you and your child need to talk about the action plan (Phase 2) again. Working through all three phases of the model provides the best source of feedback regarding self-regulated problem solving and a beginning step toward self-determination.

The amount of time needed, the number of times you need to ask about the goal, and the general support for problem solving and goal setting depend on each child, his or her ability and age, the environment, and the type of goal. This might mean you want to talk about goals on a daily basis or perhaps three times per week, depending on the circumstances. Older children may need only weekly contact, especially if they use some way to write down or remember what they have done, such as a chart or sticker board.

<p align="center"><i>Self-Determined Learning Model, Phase 3</i></p> <p align="center"><i>Adjust Goal or Plan</i></p> <p align="center"><i>Problem for Child to Solve: What have I learned?</i></p>	
Child Question 9: What actions have I taken?	
	<p align="center">Parent Suggestion</p> <ul style="list-style-type: none"> • Help child to self-evaluate progress toward goal.
Child Question 10: What barriers or problems have been removed?	
	<p align="center">Parent Suggestion</p> <ul style="list-style-type: none"> • Talk with child to help him or her compare his or her progress with goals.
Child Question 11: What has changed about what I don't know?	
	<p align="center">Parent Suggestions</p> <ul style="list-style-type: none"> • Support child to rethink a goal if he or she has not made much progress. • Help child to decide if his or her goal remains the same or changes • Talk with child to see if his or her Action Plan is okay or not, depending on the revised goal • Help child to change Action Plan if necessary.
Child Question 12: Do I know what I want to know?	
	<p align="center">Parent Suggestions</p> <ul style="list-style-type: none"> • Help child to see if progress is acceptable, or if goal has been finished • Be sure to ask what child felt about the goal, what he or she learned or thought about the goal.

Joe worked hard on his project. He went to the library and found a plan for making a birdhouse that he liked very much. It was a little too hard for him, so he and his parents decided to make it easier by leaving out some decorative parts and painting "Grandpa's Bird house, Love, Joe" on it. For Question 10, Joe answered that the barriers removed were that he got some outside help and read about building. Someone helped him understand what he read. Also, because he was using tools to do it, his project had to be done in partnership with an adult. When asked what had changed about what he did not know (Question 11), Joe said that he knew what he had to buy to make the birdhouse. (See Joe's answers to Phase 3 questions on p. 16.)

For Question 12, Joe admitted that he did not know everything that he needed to know yet. He still needed to do the building, and then he had to get some paint. He thought he would need some more help, as well as more money to finish his project, so Joe and his parents went back to Phase 1 and set a revised goal in Question 4 to continue building the project and doing chores to make money for the building materials. Joe will make extra money by pulling weeds in the garden for his Aunt Betty. Joe is still excited about his big present for his grandpa and hopes to finish in time for the party. He knows Grandpa will be very proud of him.

Joe actually achieved the goal he set to get a book and some materials, as stated in Phase 1, Question 4. Although he had not finished the larger goal of building his grandfather's present yet, he completed the steps set out in Question 4 and can feel good about making progress toward the overall project. By continuing to work on smaller parts of the large project for his goals, Joe and his parents can practice the goal setting and problem solving steps together, and, by using them often Joe can begin to learn them.

Chapter 3

Self-Determination Elements That Support Goal Setting and Problem Solving



This chapter has suggestions to help your child learn to use the Self-Determined Learning Model.

Choice Making

Making choices has two parts: knowing what you prefer and actually choosing it. Parents can support choice making as soon as a child has some way to communicate (pointing, gesturing, and, eventually speaking, if possible). By starting with simple choices, “Such as milk or juice?” children can learn to make choices initially. As they grow and develop, children can learn increasingly complex choice making with multiple options. By actively providing choices during learning activities, teachers also promote choice making,

Choice making is used in all three phases of the model. In Phase 1, Set a Goal, children need to identify strengths and needs, as well as communicate preferences, interests, beliefs, and values. Children must be able to decide on their priorities, resources, and problems or barriers. Later, in Phase 2, children choose a plan of action to work on their stated goal. In Phase 3 children use choice and decision making to evaluate goals and their outcomes.

Although children in elementary school may be quite good at making choices, activities still need to be structured so that there are plenty of opportunities for choice making. In addition, children may need to learn the best way to communicate their preferences. The process of communicating preferences includes learning to listen as well as talk, or using a communication device in situations that need choice making. Families can provide a few of the following choices within an activity:

- Choice of materials,
- Choice among different activities,
- Choice to refuse to participate in an activity,
- Choice of people to be included in or excluded from an activity,
- Choice of location of an activity,
- Choice of time an activity should occur,
- Choice to end a particular activity. (Brown, Belz, Corsi, & Wenig, 1993)

Choice can be provided within each family’s or school’s rules and limits at home. Depending on personality and individual characteristics, children may be more motivated and perhaps less likely to show difficult behaviors.

More about Setting Goals

Goals can be chosen around a child's interests and preferences. Adults and children can set guidelines for goals together, such as:

- What I want to learn or do (goal topic)
- Amount of time needed to meet the goal
- Time spent working on a goal at home
- Other people who will help.

Be sure to support child choice and self-direction (within family limits) in this process.

The following example shows that parents can set boundaries and limits on their children's goal setting, and allow them to make choices, too:

Mary wants to set a goal: to save money to buy her own television set, but Mrs. Karl, her mother, does not think this is a good idea. Mary is only in the first grade. Should she have a television set of her own? Besides, saving enough money would take too long (about 5 years). A television is not something a first grader should have, according to Mary's mother. There are other things that Mary wants that are within her interests and her mother's limits, such as a new backpack or a Walt Disney movie videotape. Mary and Mrs. Karl decide together to set a goal to open a savings account for a long-term purchase (maybe a computer?) and save money in Mary's piggy bank for a short-term purchase of a videotape.

Here Mary and her mother set a goal by talking about it together. Using the model to set a goal is a process of *mutual agreement*, with parent and child working out the resolution of the problem or goal within boundaries determined by family needs and beliefs. Mary's mother did not think that a first grader should have a television set but used the opportunity to help Mary learn about money. With her mother's approval, Mary was still able to make some individual choices about what she did with the money.

Dreams for the future are one aspect of long-term goals on which children may wish to focus. These dreams should be encouraged, but a dream is essentially a goal without a plan. For example, children may say they want to play professional sports but have no plans to meet that goal. A young child may want to become a teacher but have no idea how that can be accomplished.

Almost every goal or plan for long-term success involves immediate parental support. Remember, as young children start the process of learning to set a goal, develop a plan, and evaluate the plan or goal, they are beginning the process of learning to

become self-determined—with adult guidance and support. This process needs your help over time to be successful, however.

It is easier to use the Self-Determined Learning Model on smaller goals the first time, to become familiar with the model's structure. Here is an example of a shorter goal, that could be a part of long-term goal. *If Suzanne wants to work on a letter to her cousin in Iowa but has problems writing many words, then her parent might write down what she says for now, and have Suzanne sign her name. They can set a goal, to write several letters and words that are especially hard for Suzanne. They can work toward a long-term goal of writing a whole letter independently but break the goal into several smaller parts. After she works on “j” and “k” for a while and gets better at them, Suzanne could extend her short-term goal to printing the letters “m” and “n”. Or, depending on her age and ability, Suzanne might learn a different way to write, such as using voice-activated software on a computer, or keyboarding.*

If a larger goal is broken into parts for use with the model, children can see their own progress, achieve more, and use the model questions in a way that helps them learn the process of goal setting. If a child insists on setting a very large goal, the parent and child can work through phases to realize that this goal might work better if it is divided into smaller parts.

Some general ideas for helping with goal setting at home:

- Help children set realistic and short-term goals
- Help children clearly state their goals in specific terms
- Help children set relevant goals for themselves and their family situation
- Help children set goals that include the steps for achieving the goal (e.g. “I will learn to play soccer by practicing my dribbling)
- If children are unable to think of any goals, then suggest two or three goals, and have your child choose one. (Doll and Sands,1998)

Decision Making

Decision making often occurs in combination with choice making and problem solving. Choice making is deciding what you prefer and selecting one way to do something. In decision making we consider the pros and cons of various choices—thinking about what will be good and why. Each of these activities is part of problem solving, a larger concept. In addition to choosing among alternatives and indicating preferences, individuals must use problem solving to determine the best, most effective solution. Choice and decision making should be directly taught at school and at home.

Decision making is used in all three phases of the Self-Determined Learning Model, as is choice making. When children are setting a goal (Phase 1), they must decide between possible alternatives. Later, when adopting a plan (Phase 2) and adjusting that plan (Phase 3), they must make decisions about self-evaluation. In the end, children must decide whether they have achieved their goal, whether they want to set a new goal or work on the current one longer, by adjusting their plan.

By directly learning the steps in the process, children, with adult guidance, can begin to use effective decision making in many aspects of their lives. They continue to need adult support for issues that impact their health, safety, well-being, and future. Families need to set careful limits to help their children make age-appropriate decisions. Adults can support practice in decision making in a way that protects and preserves children from exposure to physical and emotional risks. Patience is required, but parents also know that sometimes they do not have time to talk about all the alternative choices. For example, it is better for Mr. Small to push Jessica out of the way of a moving car than to give her reasons why she should step back from the street. Whenever possible, however, parents should plan enough time to assist their children in learning to consider alternatives in decisions.

These suggestions support the use of decision making:

- Plan activities that encourage children to set their own goals.
- Provide additional choices or help children in the process of thinking of more options
- Help children identify additional information that might be needed, or help them check the accuracy of given information, in order to make effective choices and decisions.
- Have children think aloud when analyzing their decisions, so that their understanding of key information can be monitored. (Use effective listening to talk with children. Restate what children say and wait to hear what they say. This method ensures that adults use a communication style that is less directive, thus allowing children to use their own words and have time to gather their thoughts.
- Encourage children to think about the relevance of information they have collected about a particular decision and to disregard information that is not important. Children can realize that information sources may provide biased information.
- Assist children in thinking about the risks and benefits of each solution that is generated. Help them consider the consequences of various plans of action. Enable children to realize that each option may have positive and negative results.
- Help children analyze thinking patterns, with the understanding that adults and children may give different values to risks and benefits.

- Enable children to rule out several alternatives, and then reexamine the remaining solutions, before making a final decision.
- Show sensitivity to a child's emotions; many decisions are emotion-laden. Help children realize that emotions or impulsivity might cause them to make an immediate judgment, rather than one based on consideration of risk and benefits.
- Be understanding of the influence of conflict on decisions. Talk about compromise and negotiation in situations of conflict.
- Work with children who may be reluctant to make decisions by having them write down the information regarding various solutions, and the actual decision that they make.
- Help children understand the impact of their decisions, evaluate their effectiveness, and make changes when needed.

(Adapted from Doll and Sands, 1998)

Use of student-driven goals and problems to solve will draw the interest of the child to decision making. Parents and teachers can introduce the idea of making choices and decisions, work on the activity so that it is within the ability of the child (not too hard or too easy) and help children to become independent decision-makers. Through decision making, children can start to become aware of personal strengths and weaknesses, understand concepts, become more involved in their world, work toward later independence of thought and actions, and gain a sense of being effective.

Chapter 4

Communication and Self-Advocacy Skills

Communication and Social Skills



Young children need to be able to communicate in their world-at home, at school, and in the community. Communication skills for this model range from simple interaction and choice making to more complex communication ability, such as social problem solving.

Communication skills are used in all three phases of the Self-Determined Learning Model. If a problem related to communication and social skills is identified, what should a parent or teacher do? As the child works on the Child Questions of the model, there will be some opportunity to discuss social skills. If the child's goal is primarily social in nature, then you can talk directly about social skills. If another type of goal is set, there are always barriers to attainment that can be discussed. Social skills can be addressed when answering the questions in Phase 1 related to "What must change for me to learn what I don't know?" and "What can I do to make this happen?" Then again in making a plan (Phase 2), and evaluating the plan or goal (Phase 3), social skills can be encouraged. Children may need help with communicating their answers to any of the twelve Child Questions. Communication will be a part of every phase of a goal concerning social interaction.

Parents can consider the social skills of their children, not only in their home, but also in the context of school and community. It is appropriate and desirable for children to be able to make adjustments based on each situation and context. Even though all children are influenced by home and family, they also need to learn to conform to classroom rules and regulations. Teachers need to be aware of individual differences that result from a child's disability and be sensitive to how they affect relationships within the classroom. Parents can help by giving information about the social skills of their children.

It is sometimes difficult to describe your child's ability to communicate and interact with others. Unfortunately you cannot change essential parts of your child's personality, such as how happy they appear or how much they like to be with others. You can, however, structure their activities and environmental influences to help children develop more interactive communication. You might ask the questions about your child's communication that follow on the next page.

Does your child:

- Display a positive mood-not always happy but usually agreeable?
- Have a positive relationship with one or two other children?
- Approach others positively?
- Have reasons for his or her actions?
- Express wishes and choices clearly?
- Become easily intimidated by bullies?
- Express anger or frustration without harming others?
- Play or work with others by gaining access to these groups?
- Participate in conversations, by taking turns talking?
- Take turns fairly easily during play?
- Show interest in others?
- Exchange information with peers?
- Display nonverbal interaction with other children?

Is your child:

- Able to do things alone sometimes?
- Able to follow simple directions?
- Able to assert rights and needs appropriately?

(McClellan & Katz, 1993)

Which experiences might your child need to improve some of his or her communication skills?

When you talk about social needs with your child, you will want to find a quiet time and place to talk. Use open-ended questions to find out whether your child acknowledges any difficulty. If not, focus his or her attention in a calm but specific manner on getting along with others. By talking about positive consequences or change help identify other behaviors to replace actions that are causing difficulty. Use role playing and discussion to illustrate behaviors and consequences. Offer praise and support for improvement in social skills. Think ahead about potential situations that need this type of action or behavior and talk about them.

To solve a problem related to a social situation, social problem solving uses communication and social skills in combination. The steps in solving social problems include:

- Realizing that there is a problem
- Thinking of some alternatives to solve the problem
- Doing some step-by-step planning
- Thinking about consequences
- Practicing some role play about the problem to make sure that the child has a workable solution to the problem.

The Self-Determined Learning Model helps to identify problems and solutions, and to evaluate activities that help in this process.

Self-Advocacy Skills

Advocacy means speaking up for oneself or for a cause or position. Students in elementary school are rarely called upon to be their own advocates. However, there are times that being able to make something happen at school or in the community requires the ability to be an advocate. The skills for self-advocacy are based on social interaction and communication skills: knowing when and where to talk, how to take turns listening to others, and deciding who is the best person to approach or which office to contact.

People who are self-advocates can communicate their feelings, points of view, and desires, as well as disability awareness to others. Children who can speak up for themselves will practice this role throughout school and display self-determined behavior in many settings. With an adult's help, young children can begin to use self-advocacy skills. Often children watch their parents and learn by observation. If you wish to become an advocate for your child, here are some suggestions:

- Assume you are an equal partner in your child's education or transition process,
- Acquire knowledge, ask questions,
- Improve your skills in communication, letter writing, record keeping, and
- Participate in meetings, conferences, and school functions.

Social interaction is sometimes a challenge for young children, especially for children with cognitive disabilities, who may be limited by language or other constraints. Children who are quiet or worried about what others will say about them need to start being more active communicators. On the other hand, children who tend to speak out without permission in the classroom or who are continuously having problems because they are disruptive at school need to work on ways to communicate more effectively and quietly. There must be a balance, depending on the individual differences of the child who is developing advocacy skills.

Children can learn advocacy skills, practice, and then begin to generalize these abilities to other settings. Learning to talk about what you like or do not enjoy is a way to become more assertive. Practicing at home about what to say and do in various situations can benefit a child's communication and understanding. Using the skills that you learn and practice will be easier if parents can give some cues to their children and help them understand when to use their advocacy skills or generalize what they know to other situations. Generalizing skills means being able to use the same or a similar skill in many different places, not just in the one where place you learned to do it. Supporting self-advocacy can begin when children are young. This provides more time for children with disabilities to practice and generalize abilities for advocacy.

Parents may wish to help their children with self-advocacy and assertiveness in everyday situations such as at the grocery store, in the library, or at a fast food restaurant. Children can be supported to make some choices and decisions about food, books or

other items and then, by using advocacy skills, be part of making those selections happen. Parents can help their children become more self-sufficient in familiar places that they visit often, to support continued self-advocacy for later years. School provides a number of opportunities for self-advocacy training. For example, Hank's favorite subject is science. Because of his speech therapy schedule, he was unable to be in science class. Hank asked for help from the special educator to coach him to ask for a change in his schedule. Other ideas for practicing self-advocacy might be in groups with other students—remembering to take a turn to speak rather than waiting for someone to ask your opinion, listening (rather than talking all the time). An older child may need to ask a paraprofessional to “Help me only when I ask you—I need to get my materials ready for class just the way all the other kids do.”

Parents can sometimes see when a task is too difficult for their child and help when needed. They can remind their child to ask for help when necessary. Children can benefit from focusing on speaking out when they need help. If the student's goal relates to such an issue, or if a barrier to success can be overcome by being assertive, speaking up for oneself can be used with the Self-Determined Learning Model.

In order to organize your thinking about self-advocacy, you might work with your children on being able to identify themselves and their disability. Also, understanding the rules of home or school will be helpful in supporting your child's behavior and communication. Below is a short form that may be useful for your children to identify when they can do that with your support or when they are not with you. A blank form to copy is in Appendix C. Children can start to become their own advocates, so that they can learn to be safe and feel important even when you are not with them. There are many opportunities for your child to answer questions that might arise about their disability.

Who am I?

My first name is: Betty **My last name is:** Zay

Parent name(s): John and Mary Zay

My brothers and sisters: Jerry (age 3)

I live at: 100 Smith Drive **in** Everywhere

in the state of Happiness

My telephone number is: 000-0000

Things I like to do: draw pictures, read books

Here's what I say to tell people what I can do for myself: I can get to class and hang up my jacket and put my books away myself. I go to the school library to check out books, but I might need your help to reach a book on the top shelf. I can cut my sandwich

up but would like you to carry my tray to the tray return when we are finished with lunch. I can push my chair myself, but thank you for your offer of help.

Here's what I say to tell people what I may not be able to do alone: Getting my wheelchair to be where everyone else is playing, having someone help me on the playground

Rules and Extra Help:

At school I know the rules of my classroom. These are the ones that are really important: Be kind to everyone, say only nice things, ask the teacher for help when I need it, and remember to put away my drawings before I do classwork.

At home I know the rules and expectations of my parents. These are the ones that are really important: Let my mother or dad know when I need help lifting something heavy, pick only one television show to watch every night, and be sure my baby brother is not under the wheels of my chair when I move it.

I need to ask questions at school or home when: I don't know what to do next, I am hungry, or I don't know something.

At school, I help these people (list of people and what I do for them):
Mrs. Jones—I put the menu on the bulletin board, Mr. Jeffries-help put up the flag, Amanda—I am her reading buddy to help with words. Terry—trade seats during math so he can see better.

At school, I can ask these people if I have a question or need something: Mr. Jones, Miss Henry, Mr. Smith, and Sarah, my buddy for this week

In my neighborhood and at home, I can help these people (names and what I do for them): Mr. Baxter- play with his dog, Snoopy; Mrs. Smith—say hello to her and talk with her when she is outside her house; Annie—help her do her math homework after school; my little brother—play with him so my mother can cook dinner

In my neighborhood and at home, I can ask these people if I have a question or need something: Barbie, Suzy, Mary, and Mrs. Perkins, Mom, and Dad

Here's how I ask people to help me:
First, I look at them to make sure they are looking at me. Then, I ask them to hold the door for me, or to put my books in my backpack. If they are busy, I ask someone to help.

I need to remember to do this to communicate better: Look at people when I talk with them, so that they look at me, too.

If someone asks, here's how I explain about any disability I have: When I was born, I could not move my legs, so I have to sit in a wheelchair to move very far.

Chapter 5

Using Self-Management with the Model



Parents can help their children to use self-management at home to organize their activities. This provides practice both at home and in the community for some self-management skills that a child is learning at school. Self-management uses strategies such as self-monitoring (paying attention to what I do), self-evaluation (how well did I do it?), and self-reinforcement (Because I did a good job, I feel better about myself; I can do something special).

Self-monitoring is paying attention to what you are doing and then showing that you have done it. You can show your child how to use self-monitoring to increase a desired behavior, such as cleaning up his or her room. For example, when you ask a child to clean up, he or she may not know how to start. Begin by asking your child what part he or she wants to do first, "Where should we start, the floor or the dresser?" (*Note: If you say, "Do you want to clean up your room?" or "Do you want to start now?" your child may say "NO!"*)

Then talk about what things should be done or what makes a room look clean, "We need to dust and put away your books- where should they go?" If you are certain a child already knows how to clean his or her room (because you worked through this procedure once), you might break the task into smaller parts, such as 1) desk, 2) floor, 3) clothes, etc. Tasks such as these can be self-monitored easily by using a checklist or chart that describes or gives a picture of the things that must be done. As each part is completed, check marks, stickers, stamps, etc., can be used to show that the job is finished.

Cleaning My Room—What I did each day

	Pick up Clothes	Clean desk	Clean floor
Monday	X		
Wednesday		X	
Friday	X		X

Keep in mind that young children and some children with disabilities need *simple instructions*. No matter what task is selected, start out with simple, easy steps. Some tips on giving directions to young children: (1) give one direction at a time, 2) be specific about the task, and 3) give short, simple directions. Remember to approach this as a way to have children learn, and give them extra help while they are learning.

Self-evaluation includes looking at what was done and deciding whether it was finished and if it is a good job. After your child cleans up his or her room, then self-evaluation happens when your child looks at the room and decides if it meets the

expectations that you two have discussed. Self-evaluation is an important part of self-management; it helps to think about what you do and how you do it. You can decide if you need more work or to pay attention to other important things, once you know that you are doing all right.

Cleaning My Room What I did and when	Pick up Clothes– Put shirts and pants on hangers, put underwear and socks in my drawer.	Clean desk– Put away extra papers and pencils, dusted the desk top and lamp.	Clean floor– Pick up everything that is on the floor, put shoes in closet
Monday	<i>X – I hung up 2 pairs of pants and 2 shirts today. My underwear and socks are in the drawer.</i>		
Wednesday		<i>X – I put away my school papers and pencils. I did the dusting.</i>	
Friday	<i>X – I hung up clothes and put them in the drawers. No clothes are around.</i>		<i>X – I put shoes in closet and picked up my papers.</i>

Self-reinforcement happens when the activity is completed. A child can reinforce himself or herself by either (1) selecting a reward, or by (2) getting positive feedback from others about the good job he or she did. If your child has cleaned up his or her room as expected, then the work should be praised or rewarded as soon as possible. Rewards can be anything that you find appropriate, but *the best rewards are often the verbal praises, such as “good job” or “I knew you could do it!”*, and attention received from you. Some other examples of rewards include reading a book together, watching a favorite TV show, walking to the park, receiving stickers, spending time with grandparents or other family members, and other similar things. You know your child best, so plan to have a variety of options for your child to choose from when the time comes.

Preparing for Self-Management. Before beginning, you and your child should talk about something to change or do better. Decide specifically what this could be and write it down. This activity can be part of Phase 1 of the Self-Determined Learning Model. Decide on something that is visible or understandable so that he or she see, that it can be accomplished. Some examples might be remembering to pick up toys before bedtime or reading a book 15 minutes a day to practice skills. It will also benefit you if

you write a description of the expected behavior and make sure that your child understands it. You could use photos or picture symbols to describe something if your child needs assistance with reading. That way, if there are any questions, you and your child can look at this description later. Some examples of behaviors that children can self-manage are: cleaning their rooms, playing quietly, doing homework, reading daily, or completing chores around the house. You can decide together what would be a good activity to self-monitor.

Next, make a chart or form so your child can record his or her behavior. The chart design should be simple and include your child's name, a title describing its purpose and a place to write down the date and check off the behavior. This might look like a calendar with the days of the week on it, or it could be a list that your child can check off each time the preferred behavior is performed. You can write instructions on how to use the chart if your child is older and can read. It is also good to have instructions written on it if you have a babysitter or relative come in to care for your child. A chart needs to be something children can relate to, so plan to have them use stickers, stamps, stars, markers, happy faces, etc. Put the chart where your child can see it and get to it without having to ask for your help.

Child's Name _____

	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.
Read 15 min.							
Talk about what I read							

Using Self-Monitoring, or Did I do what I said I would? Before you begin to show your child how to use a self-monitoring chart or form, you should sit down and talk together about self-management. Use terms that the child can understand. Instead of "self-monitoring", say "pay attention to what you are doing and then show that you have done it" or something similar. Children should understand what they will be doing and why they will be doing it. Explain to your child what things need to be changed and talk about the good things that might result from the change. Reasons for behavior change can include greater acceptance in social groups, playing with friends, gaining more responsibility (being able to do things alone), learning something new, or getting better grades.

Show your child how to clean his or her room and use a self-management check list that has all the things you both decided make a room clean: pick clothes up, make bed, put toys away, etc. In order to decide some of these things, both of you can talk about them first. While showing your child how to use the form, both of you work to clean the room and talk about the things completed. Show the child the list and go over it before beginning. Let your child choose the order of tasks. As each task is completed,

show your child how to indicate that it has been completed (using a check mark or a sticker).

Additional hints:

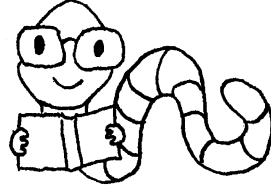
- Keep looking at the self-monitoring form your child is using and watch him or her using it.
- If your child starts forgetting to do the task or to use the chart, remind him or her.
- If he or she does not complete the behavior as you have agreed that it would be done or is not using the form correctly, show him or her how to do it again. This will often be the case with younger children, young people who have challenging behaviors, and children with developmental disabilities.

If you find that your child is performing the desired behavior and using the self-management plan without any problems, then you can slowly decrease the use of the form, so that your child does not have to use it on a daily basis. The goal of self-managed behavior is to complete tasks, to evaluate them, and then to receive rewards. Once your children start doing the tasks such as hanging up coats and putting away school bags when they come home without having to be reminded or without referring to the self-management form, then the tasks have become part of routines. Most of the time, this fading happens naturally as the children become proficient at doing the task or exhibiting preferred behavior.

References

- Brown, F., Belz, P., Corsi, L., & Wenig, B. (1993). Choice and diversity for people with severe disabilities. *Education and Training in Mental Retardation*, 28, 318–326.
- Doll, B. & Sands, D. J. (1998). Student involvement in goal setting and educational decision making: Foundations for effective instruction. In M. L. Wehmeyer & D. J. Sands (Eds.), *Making it happen: Student involvement in education planning, decision making, and instruction* (pp. 45–74). Baltimore: Paul H. Brookes.
- Doll, B., Sands, D. J., Wehmeyer, M. L., & Palmer, S. B. (1996). Promoting the development and acquisition of self-determined behavior. In D. J. Sands & M. L. Wehmeyer (Eds.), *Self-determination across the life span* (pp. 65–90). Baltimore: Paul H. Brookes.
- McClellan, D. E., & Katz, L. G. (1993). Young children's social development: A checklist. ERIC Digest, EDO-PROBLEM-SOLVING-93-6. Champaign, IL: Clearinghouse on Elementary and Early Childhood Education.
- Sands, D. J., & Doll, B. (1996). Fostering self-determination is a developmental task. *Journal of Special Education*, 30, 58–76.
- Wehmeyer, M. L. (1992). Self-determination and the education of students with mental retardation. *Education and Training in Mental Retardation*, 27, 302–314.
- Wehmeyer, M. L. (1996). Self-determination as an educational outcome. In D. J. Sands & M. Wehmeyer (Eds.), *Self-determination across the life span* (pp. 17–36). Baltimore: Paul H. Brookes.

Appendix A



Children's Books about Problem Solving

Children's Books about Problem Solving

Parents and teachers can read these books to children and talk about how the characters in the stories solve problems and set goals. They can also enjoy being together and sharing the pleasure of reading and the discovery of "new friends" in children's literature.

Alexander, Martha. *You're a Genius, Blackboard Bear*. Cambridge, MA: Candlewick Press, 1995, 22 pp.
ISBN: 1-56402-238-2
Pictures: Color
Level: K-1
Brief Description: Anthony gets some help from Blackboard Bear to build a spaceship to the moon.

Allen, Pamela. *Who Sank the Boat?* New York: Putnam, 1982, 28 pp.
ISBN: 0-698-11373-X 28
Pictures: Color
Level: K-1
Brief Description: The reader is invited to guess who causes the boat to sink when five animals of varying sizes decide to go for a row.

Ames, Michael. *The Wonderful Box*. New York: E. P. Dutton, 1978, 26 pp.
ISBN: 0-525-43200-0
Pictures: Black and white
Level: K-3
Brief Description: Three children find a large, beautifully wrapped box, turn it in at the police station, and wait thirty days while wondering what is inside.

Armitage, Ronda & Armitage, David. *Ice Cream for Rosie*. London: Deutsch, 1981, 28pp.
ISBN: 0-233-97361-3
Pictures: Color
Level: K-3
Brief Description: Rosie's shop runs out of ice cream, and she solves the problem.

Atwater, Robert & Atwater, Florence. *Mr. Popper's Penguins*. Boston: Little, Brown & Co., 1938 and 1966, 139 pp.
ISBN: 0-316-05842-4
Pictures: Black and white
Level: 2-3
Brief Description: Mr. Popper, a house painter, dreams of going to the polar regions. An unexpected delivery of a large crate of Antarctic penguins changes his life.

Berenstain, Stan & Berenstain, Jan. *The Berenstain Bears' Trouble with Money*. New York: Random House, 1983, 30 pp.
ISBN: 0-394-85917-0
Pictures: Color
Level: K-3
Brief Description: Brother and Sister Bear learn some important lessons about earning and spending money.

Brillhart, Julie. *Story Hour - Starring Megan*. Morton Grove, IL: Albert Whitman & Co., 1992, 28 pp.
ISBN: 0-8075-7628-X
Pictures: Color
Level: K-1
Brief Description: When Megan's mother, the librarian, cannot read to the children at a story hour, beginning reader Meagan takes over the job.

Brown, Marc. *Arthur's Eyes*. Boston: Little, Brown & Co., 1979, 30 pp.
ISBN: 0-316-11063-9
Pictures: Color
Level: K-3
Brief Description: When Arthur gets his new glasses, his friends tease him, but soon he learns to wear the glasses with pride.

Brown, Marc. *Arthur Goes to Camp*. Boston: Little, Brown & Co., 1982, 31 pp.
ISBN: 0-316-11218-6
Pictures: Color
Level: K-3
Brief Description: Arthur does not want to be at Camp Meadowcroak, and when mysterious things start happening there, he decides to run away.

Brown, Marc. *Arthur Meets the President*. Boston: Little, Brown & Co., 1991, 30 pp.
ISBN: 0-316-11265-8
Pictures: Color
Level: K-2
Brief Description: Arthur's essay wins a contest, and he has to recite it to the President of the United States. Arthur is nervous.

Brown, Marc. *Arthur's Computer Disaster*. Boston: Little, Brown & Co., 1997, 30 pp.
ISBN: 0-316-11016-7
Picture: Color
Level: K-3
Brief Description: Arthur disobeys his mother by playing his favorite game on her computer. He learns a lesson in taking responsibility for his actions.

Browne, Anthony. *Bear Hunt*. New York: Doubleday, 1979, 22 pp.

ISBN: 0-385-41568-0

Pictures: Color

Level: K-1

Brief Description: Bear goes for a walk in the jungle and solves his problem of escaping the hunters by using his magic pencil.

Browne, Eileen. (Illustrated by David Parkins.) *No Problem*. Cambridge, MA:

Candlewick Press, 1993, 32 pp.

ISBN: 1-56402-176-9

Pictures: Color

Level: K-2

Brief Description: Mouse's friends take turns putting together the pieces that come in a box as a birthday present, but only Shrew, who takes the time to read the instructions, is able to build something that really works.

Buchanan, Heather S. *George and Matilda Mouse and the Moon Rocket*. New

York: Simon & Schuster, 1991, 25 pp.

ISBN: 0-671-75864-0

Pictures: Color

Level: K-1

Brief Description: When George and Matilda Mouse search, with a rocket, for a missing moon, Matilda nearly loses her life.

Cleary, Beverly. (Illustrated by Mary Stevens.) *The Real Hole*. New York:

William Morrow & Co., 1960, 30 pp.

ISBN: 60-5797 (Library of Congress)

Pictures: Some Color

Level: K-1

Brief Description: Jimmy likes to do real things, so his father gives him a shovel and he digs a hole. Jimmy's dad solves the problem of what to do with the hole.

Clymer, Ted & Mills, Miska . (Illustrated by Leslie Morrell) *Horse and the Bad*

Morning, New York: E.P. Dutton, 1982, 27 pp.

ISBN: 0-525-45103X

Pictures: Black and white

Level: K-2

Brief Description: Of all the animals in the barnyard, only Horse can find nothing good about his morning and what he sees every day. His friend, Mouse, comes up with a plan to make him feel better.

- Cole, Babette. *Princess Smartypants*. New York: Putnam, 1986, 29 pp.
 ISBN: 0-399-21409-7
 Pictures: Color
 Level: K-3
 Brief Description: Princess Smartypants does not want to marry any of her royal suitors. She finds difficult tasks that no one can solve—except one person.
- Cooney, Nancy Evans. (Illustrated by Diane Dawson.) *The Blanket That Had to Go*. New York: Putnam, 1981, 27 pp.
 ISBN: 0-399-20716-3
 Pictures: Color
 Level: K-1
 Brief Description: Suzie takes her blanket everywhere. Her mother tells her she can't take the blanket with her to kindergarten. What does Suzie do?
- Cooney, Nancy Evans. *Donald Says Thumbs Down*. New York: Putnam, 1987, 27 pp.
 ISBN: 0-399-21373-2
 Pictures: Color
 Level: K-1
 Brief Description: Donald is too old to suck his thumb. His preschool friends laugh at him when he does it. Donald finally decides how to solve his problem.
- Demerest, Chris L. *No Peas for Nellie*. New York: Aladdin Books, 1991, 29 pp.
 ISBN: 0-689-71474-2
 Pictures: Color
 Level: K-1
 Brief Description: Nellie tells her parents all the things she would rather eat than peas (spider, aardvarks, crocodile). While she talks about peas, she finishes them all.
- Galdone, Paul. *The Magic Porridge Pot*. New York: Seabury Press, 1976, 30 pp.
 ISBN: 0-8164-3173-6
 Pictures: Color
 Level: 2-3
 Brief Description: The porridge pot makes food for the little girl, but problems start when her mother tries to use it.
- Hopkinson, Deborah. *Sweet Clara and the Freedom Quilt*. New York: Alfred A. Knopf, 1993, 31 pp.
 ISBN: 0-679-82311-5
 Pictures: Color
 Level: 2-3
 Brief Description: In order to get out of the fields, Clara learns how to sew, but as she learns her trade, she also figures out a way to make a quilt with a map pattern that guides her and others to freedom in the North.
- Hughes, Shirley. *An Evening at Alfie's*. New York: William Morrow, 1984, 29 pp.

ISBN: 0-688-04122-1

Pictures: Color

Level: K-1

Brief Description: While Alfie's parents are out one evening, a burst pipe causes chaos, but Alfie, his babysitter, and the sitter's parents find a solution.

Hutchins, Pat. *The Doorbell Rang*. New York: Greenwillow Books, 1986, 22 pp.

ISBN: 0-688-052-5

Pictures: Color

Level: K-1

Brief Description: Every time the doorbell rings, more people arrive to share the cookies.

Keats, Ezra Jack. *Goggles!* New York: Macmillan, 1969, 32 pp.

ISBN: 70-78081

Pictures: Color

Level: K-1

Brief Description: Peter finds some motorcycle goggles, but some older boys want to take them away from him. Peter; Willie, his dog; and his friend Archie figure out how to get away from the older boys and still keep the goggles.

Keats, Ezra Jack. *Whistle for Willie*. New York: Viking Press, 1964, 28 pp.

ISBN: 670-76240-7

Pictures: Color

Level: K-1

Brief Description: Peter wished that he could whistle, but he couldn't. So as he played, he continued to try to whistle until he finally learned how.

Kellogg, Steven. *The Mystery of the Stolen Blue Paint*. New York: Dial Press, 1982, 27 pp.

ISBN: 0-8037-5654-2

Pictures: Black, white, and blue

Level: K-1

Brief Description: Belinda has set out to paint a picture and is followed along by her cousin and some of his friends. When a windstorm blows up, she has to chase her picture down. Meanwhile, her blue paint has disappeared. That is when Inspector Belinda Baldini takes over to find the blue paint.

Krischanitz, Raoul. *Nobody Likes Me!* New York: North-South Books, 1999, 26 pp.

ISBN: 0-7358-1055-9

Pictures: Color

Level: K-3

Brief Description: Buddy is a new dog in town, and when he tries to make new friends, he gets the idea that nobody likes him. A fox that sees him crying gives him an idea to find out why nobody likes him.

- Krous, Robert & Krous, Bruce. *The Detective of London*. New York: Windmill Books and E. P. Dutton, 1978, 30 pp.
ISBN: 0-525-61568-7
Pictures: None
Level: 2-3
Brief Description: Professor Herringbone has unearthed bones of great dinosaurs, which are to be displayed for the Queen of England until they mysteriously disappear. The Detective of London uses many different approaches to find them.
- Lobel, Arnold. *A Treeful of Pigs*. New York: Greenwillow Books, 1979, 26 pp.
ISBN: 0-688-80177-3
Pictures: Color
Level: K-1
Brief Description: A farmer decides to buy some pigs and promises his wife that he will help her take care of them. He is very lazy, however, so his wife uses a variety of creative solutions to motivate him.
- Mahoney, Daniel J. *The Saturday Escape*. New York: Clarion Books, 2002, 31 pp.
ISBN: 0-618-13326-7
Pictures: Color
Level: K-1
Brief Description: Three friends feel guilty about going to story hour at the library instead of doing what their parents told them to do.
- Maris, Ron. *Hold Tight, Bear!* New York: Delacorte Press, 1988, 28 pp.
ISBN: 88-18102
Pictures: Color
Level: K-1
Brief Description: Bear and his friends decide to go for a picnic. After traveling a long way, everyone is tired except Bear. While the others take a rest, Bear continues exploring and then ends up falling over a ledge. A robin flies back to get Bear's friends, and they find a way to save Bear.

McDonald, Megan. *The Great Pumpkin Switch*. New York: Orchard Books, 1991, 34 pp.
ISBN: 0-531-05450-0

Pictures: Color

Level: 2–3

Brief Description: A grandfather tells a story of how he and his friend accidentally smashed a pumpkin that his sister was growing for a contest and how they found a replacement.

Muth, Jon J. *The Three Questions*. New York: Scholastic Inc., 2002, 28 pp.

ISBN: 0-439-19996-4

Pictures: Color

Level: K-3

Brief Description: Nicolai asks his animal friends to help him answer three important questions: “When is the best time to do things?” “Who is the most important one?” and “What is the right thing to do?”

Silverstein, Alvin, Silverstein, Virginia, & Nunn, Laura Silverstein. *A Pet or Not?*
Bookfield, CT: Twenty-first Century Books, 1999, 48 pp.

ISBN: 0-7613-3230-8

Pictures: Color

Level: K–3

Brief Description: This book discusses some strange pets. Children can use it to find out more about some strange animals and what these animals may be like as pets.

Small, David. *Imogene’s Antlers*. New York: Random House, 1985, 32 pp.

ISBN: 0-517-56242-1

Pictures: Color

Level: 2–3

Brief Description: Imogene grows antlers and has a few problems getting through her day.

Titus, Eve. *Anatole and the Cat*. New York: McGraw-Hill, 1957, 32 pp.

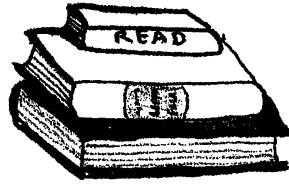
ISBN: 57-10229

Pictures: Color

Levels: K–1

Brief Description: Anatole Mouse works as a cheese taster at a cheese factory and runs into a cat one night. He comes up with a solution on how to work without worrying about the cat.

Appendix B



Suggestions for Further Reading

Suggestions for Further Reading

Communication/Social Emotional Issues

Title: *Childhood Speech, Language, and Listening Problems: What Every Parent Should Know*, 2nd ed., 218 pp.

Author: Patricia McAleer Hamaguchi

Publication Date: 2001

Publisher: John Wiley & Sons

Address: Professional, Reference and Trade Group, 605 Third Avenue, New York, NY 10158-0012

Written for: Parents

Price: \$15.95, paperback

ISBN: 0-471-38753-3

Topics: Communication problems

Age Range: All

Summary: This is a guide for parents who are concerned that their child is not progressing typically with communication skills. Its purpose is to provide parents with general information about communication and advice for parents who fear that their child is falling behind in speech, language, and listening skills. The first part of the book addresses how children learn to communicate, when parents should seek help, and what kinds of services and professionals are available. The second part focuses on specific communication problems and how they are diagnosed, characterized and treated; what parents can do to help their child; and causes or conditions associated with speech, language, and listening problems. The appendixes include lists of organizations and agencies for more information about communication problems and associated disabilities. The book contains a list of suggested reading resources and a glossary.

Title: *How to Talk So Kids Can Learn—At Home and in School*, 272 pp.

Authors: Adele Faber & Elaine Mazlish

Publication Date: 1996

Publisher: Fireside

Address: Rockefeller Center, 1230 Avenue of the Americas, New York, NY 10020

Written for: Parents and teachers

Price: \$12.00

ISBN: 0-684-82472-8

Topics: Communication skills

Age Range: All

Summary: Although written from a teacher's point of view, this book is for both teachers and parents. It discusses traditional methods of communication, punishment, praise, and criticism; and it offers alternative methods that help build cooperation, self-esteem, confidence, and self-

discipline. Its format incorporates problem-solving methods, cartoons to show how situations can be handled, and questions and stories from parents and teachers. A resource for additional reading is also provided.

Title: *Playground Politics: Understanding the Emotional Life of Your School-Age Child*, 315 pp.

Author: Stanley I. Greenspan, M.D., with Jacqueline Salmon

Publication Date: 1993

Publisher: Addison Wesley

Written for: Parents

Price: \$13.00, paperback

ISBN: 0-201-40830-9

Topics: Understanding the emotional challenges of the middle years of childhood.

Age Range: 5 to 12

Summary: *Playground Politics* goes far beyond informing parents of what happens on the playground. It revisits the grade-school years and helps parents understand the changes and challenges children encounter as they face emotional milestones. The authors explain how children see themselves and how they relate to others. They introduce five steps that parents can use to support their children through this development. The book highlights stories of children with emotional challenges and describes how their parents learned to use the process to support their children as they worked through them. It addresses such issues as aggression, rivalry, competition, self-esteem, and peer relations, and it examines learning challenges and other school-related topics, as well as sexuality and puberty, and balancing fantasy and reality. The afterward identifies the milestones for the different stages of the middle years and describes the general expectations for children in each stage.

Title: *Why Don't They Like Me? Helping Your Child Make and Keep Friends*, 162 pp.

Author: Susan M. Sheridan, Ph.D.

Publication Date: 1998

Publisher: Sopris West

Address/Phone No.: 4093 Specialty Place, Longmont, CO 80504. (303) 651-2829

Written for: Parents—and a good resource for teachers

Price: \$18.50, paperback

ISBN: 1-57035-124-4

Topic: Social skills

Age Range: 7 to 13

Summary: Although written for parents, teachers will also find this book a valuable resource for teaching, coaching, and modeling problem-solving skills to their children to enhance their development of social skills. The book contains reproducible pages, removable social skills cards, and scripted role plays.

Development/Medical Issues

Title: *Caring for Your School-Age Child: Ages 5 to 12*, 596 pp.

Author: Edward L. Schor, M.D., F.A.A.P., (Editor-in-Chief)

Publication Date: 1996

Publisher: Bantam Books

Publisher Address: 1540 Broadway, New York, NY10036

Written for: Parents and teachers

Price: \$ 17.95

ISBN: 0-553-37345-5

Topics: Children's health and well-being

Age Range: 5 to 12

Summary: Although this book is a resource and reference guide for parents, it would be beneficial to teachers of 5- to 12-year-old children. It consists of nine parts: Promoting Health and Normal Development, Nutrition and Physical Fitness, Personal and Social Development, Behavior and Discipline, Emotional Problems and Behavior Disorders, Family Matters, Children in School, Chronic Health Problems, and Common Medical Problems. Each part includes information about the general topic and specific information on important issues. It does not offer cures or solutions to problems, but it does suggest possible strategies. Resources for professional help are listed. Each section contains a quick reference box that identifies health issues of special importance and states the position of the American Academy of Pediatrics on those issues.

Learning/ School Resources

Title: *Choices: Opportunities for Life*, 32 pp.

Authors: Carolyn Anderson, parent advocate, with Virginia Richardson, parent training manager, and Betty Binkard

Publication Date: 1996

Publisher: PACER Center

Address/Phone No.: 4826 Chicago Avenue South, Minneapolis, MN 55417-1098. (612) 827-2966

Written for: Parents

Price: \$8.00

Topic: Developing decision making in young children with disabilities

Age Range: Primarily young children, but applicable to children of all ages

Summary: This straightforward book for parents explains the importance of decision making for young children and its positive effects as they grow into adulthood. Basic steps and techniques are outlined to provide parents with a place to start allowing decision making to become a part of

everyday life for their children. Parents learn how to develop and provide opportunities for their children to use their decision-making skills continually.

Title: *A Good Kindergarten for Your Child* (NAEYC order #524); *A Good Primary School for Your Child* (NAEYC order #579)

Publication Date: 1997

Publisher: National Association for the Education of Young Children

Address/Phone No.: 1509 16th Street, NW, Washington, D.C. 20036-1426.
(202) 232-8777 or (800) 424-2460

Written for: Parents

Price: Single copies 50¢ each; 100 copies for \$10

Topics: Guidelines for good kindergarten and primary schools

Summary: Both brochures outline the attributes of a good school. The authors explain how a good school helps children to learn and how intellectual development, social and emotional development, physical development, and language development support children's learning. The brochures contain information on curriculum and the reasons for providing children with opportunities to connect their skills and knowledge between subject areas.

Title: *Learning Opportunities beyond the School*, 2nd ed., 93 pp.

Authors: Barbara Hatcher and Shirley S. Beck, Editors

Publication Date: 1997

Publisher: Association for Childhood Education International

Address/Phone No.: 17904 Georgia Avenue, Suite 215, Olney, MD 20832. (301) 570-2111 or (800) 423-3563

Written for: Parents and teachers

ISBN: 0-87173-138-X

Topic: Extending learning into the community

Age Range: All

Summary: Designed for parents and teachers who realize the importance of a holistic approach to learning, the book presents a variety of ideas on how to integrate formal and informal learning in: *places*, such as libraries, museums, and zoos; *arenas*, such as ecology, service, and community; and *resources*, such as the family or the technological environment. Most sections also offer activities and tips on how to make the most of the informal learning environment. Each section ends with a list of references and resources.

Parenting

Title: *The Challenging Child: Understanding, Raising, and Enjoying the Five "Difficult" Types of Children*, 318 pp.

Author: Stanley I. Greenspan, M.D., with Jacqueline Salmon

Publication Date: 1997

Publisher: Addison Wesley

Written for: Parents

Price: \$13.00, paperback

ISBN: 0-201-44193-4

Topic: Parenting difficult children

Age Range: Birth to 8

Summary: This book for parents of children with challenging personality types outlines five difficult types of children: sensitive, self-absorbed, defiant, inattentive, and active/aggressive. Each personality trait is characterized and defined to help parents better understand their children. Dr. Greenspan offers information on types of parenting patterns to avoid and provides parents with steps to take to match parenting skills to their child's personality.

Title: *No Directions on the Package: Questions and Answers for Parents with Children from Birth to Age 12*, 215 pp.

Author: Barbara Kay Polland, Ph.D.

Publication Date: 2000

Publisher: Celestial Arts

Address: P.O. Box 7123, Berkeley, CA 94707

Written for: Parents

Price: \$12.95, paperback

ISBN: 0-89087-976-1

Topic: Parenting strategies

Age Range: Birth to 12

Summary: A guide for parents of children up to 12 years of age, this book, in a question-and-answer format, addresses problems or questions that typically arise in early years. The book is divided into sections: establishing a daily routine; fostering mental development, self-esteem, autonomy, and social and emotional growth; family dynamics; and setting limits on behavior.

Title: *Parenting Young Children: Systematic Training for Effective Parenting (STEP) of Children under Six*, 138 pp.

Authors: Don Dinkmeyer, Sr.; Gary D. McKay; James S.; Don Dinkmeyer, Jr.; and Joyce L. McKay

Publication Date: 1997

Publisher: American Guidance Service, Inc.

Address/Phone No.: Circle Pines, MN 55014-1796. (800) 328-2560

Written for: Parents

Price: \$15.95, paperback

ISBN: 0-679-77797-0

Topic: Parenting strategies

Age Range: Birth to 5

Summary: This tool for parents takes a positive and democratic approach based on a program called STEP, Systematic Training for Effective Parenting. The seven chapters discuss behavior, self-esteem, communication, cooperation, discipline, and the social and emotional development of young children. At the end of each chapter is a suggestion for using the strategies. Important points are outlined, tips and ideas are presented on how to use the strategies with adults, and each chapter ends with a chart that summarizes the key points.

Title: *Raising a Thinking Child, Workbook*, 201 pp.

Author: Myrna B. Shure, Ph.D., with Teresa Foy Digernoimo, M.Ed.

Publication Date: 1996

Publisher: Henry Holt & Co.

Address: 115 West 18th Street, New York, NY 10011

Written for: Parents

Price: \$14.95

ISBN: 0-8050-4383-7

Age Range: 4 to 7

Summary: Designed to teach children to think about their actions and how they might affect other people, this workbook can be used as a companion to *Raising a Thinking Child* or it can be used independently. It contains activities that use the I-Can-Problem-Solve program to address many common parent-child and child-child problems. The workbook is sequential. Each section includes activities for the child, scripting and directions for parents, and activities for parents. The pages may be reproduced to accommodate multiple children in a family.

Title: *The Right Stuff for Children Birth to 8: Selecting Play Materials to Support Development*, 154 pp.

Author: Martha B. Bronson

Publication Dates: 1995, 1997

Publisher: National Association for the Education of Young Children

Address/Phone Number: 1509 16th Street, NW, Washington, D.C. 20036-1426.

(202) 232-8777 or (800) 424-2460

Written for: Parents and teachers

Price: \$ 11.00

ISBN: 0-935989-72-2

Topic: Appropriate play and learning materials

Age Range: Birth to 8

Summary: Designed to identify the most beneficial play and learning materials for children, this handbook furnishes information to teachers, caregivers, directors, and principals. It is also useful to parents who wish to provide their children with appropriate play and learning materials at home. Chapters 2 through 7 are devoted to each developmental group: young infants, older infants, young toddlers, older toddlers, preschool and kindergarten children, and primary-school children. Each chapter focuses on the child's general abilities and play interests in the areas of

motor skills, perceptual-cognitive abilities, and social-linguistic abilities. The book includes initial appropriateness considerations and suggestions. Categories of play and learning materials include: social and fantasy play; exploration and mastery play; music, art, and movement play; and gross-muscle motor play. Each chapter concludes with an overview of play materials, as well as discussions of priorities and special considerations. A resource list and bibliography are available, along with a Guide to Play Materials by Type in chart form for easy reference.

Title: *The Special-Needs Reading List: An Annotated Guide to the Best Publications for Parents and Professionals*, 318 pp.

Author: Wilma K. Sweeney

Publication Date: 1998

Publisher: Woodbine House

Address/Phone No.: 6510 Bells Mill Road, Bethesda, MD 20817. (800) 843-7323

Written for: Parents and teachers

Price: \$18.95

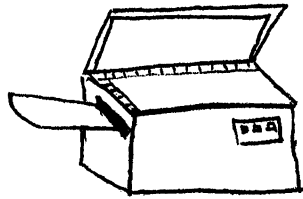
ISBN: 0-933149-74-3

Topics: Information resources on all disabilities

Age Range: All

Summary: This is a resource book for parents and professionals searching for information on virtually any disability. The books and periodicals chosen for use in this guide are up-to-date, accurate, and written in clear language. The book is divided into two sections. Part 1 provides reviews of books and publications on general subjects relating to disabilities, such as disability awareness, education, health care, and technology. Part 2 provides reviews of publications on specific disabilities, from attention deficit disorders to visual impairments and blindness. Each section provides annotations of books, periodicals, Web sites, and organizations. The sections are organized by topics, such as basic information, education, parents, siblings, children, etc. The appendix contains publishers' addresses and phone numbers. The indexes include organizations, authors, titles, and subjects.

Appendix C



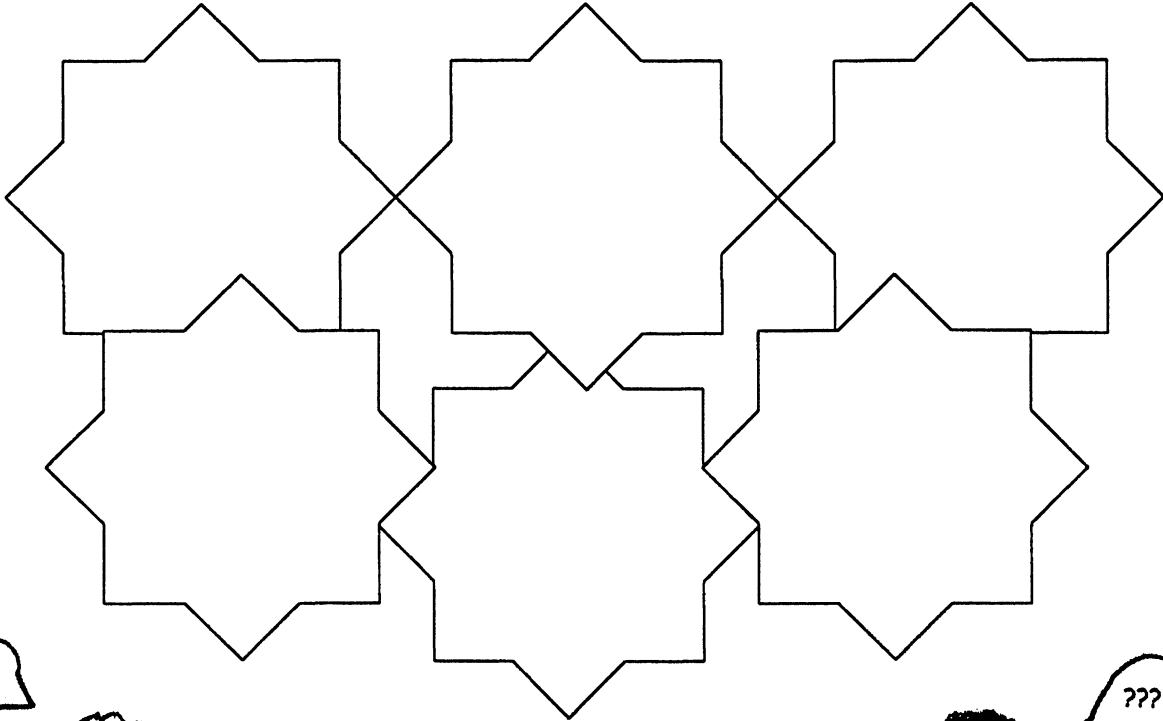
Sample Forms to Copy

The Self-Determined Learning Model



Exploring My Interests

What do I like to do at school and at home?



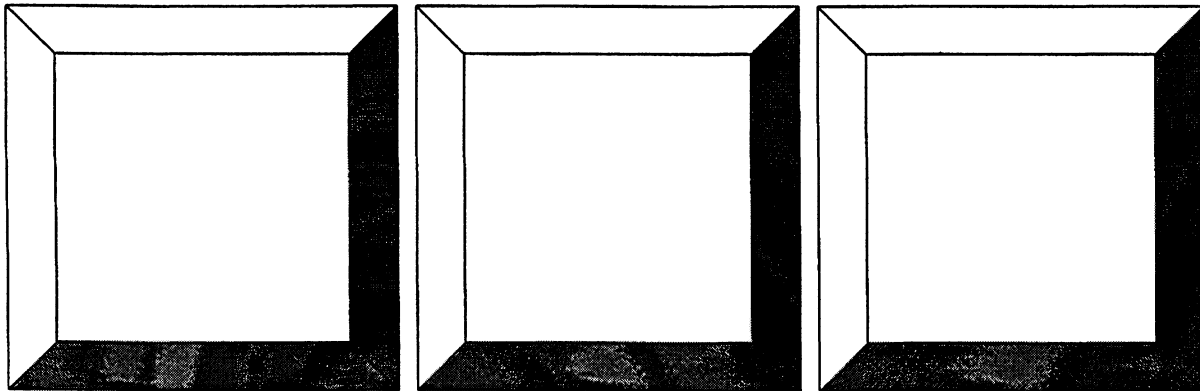
??



What do I want to learn?



???



Choose one box and start the Child Questions on the next page.

Just one!



Phase 1, Set a Goal

Name _____

Date _____

Problem to Solve: What is my goal?

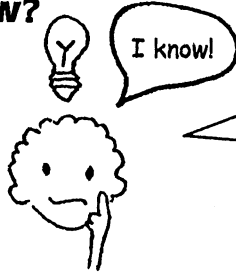


1. What do I want to learn?



A large, empty, rounded rectangular box for writing the answer to question 1.

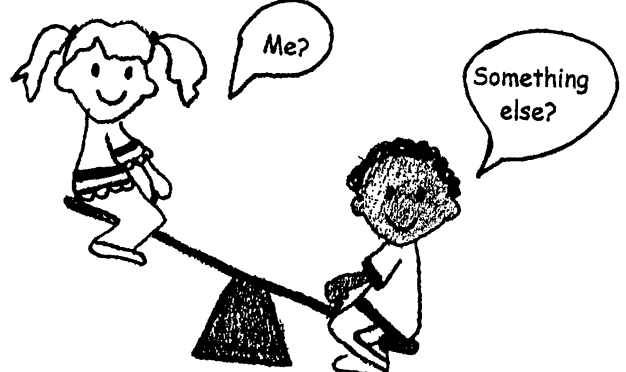
2. What do I know about it now?



A large, empty, rounded rectangular box for writing the answer to question 2.

3. What must change for me to learn what I don't know?

A large, empty, rounded rectangular box for writing the answer to question 3.



4. What can I do to make this happen?



A large, empty, rounded rectangular box for writing the answer to question 4.

End of Phase 1...Go on to Phase 2.

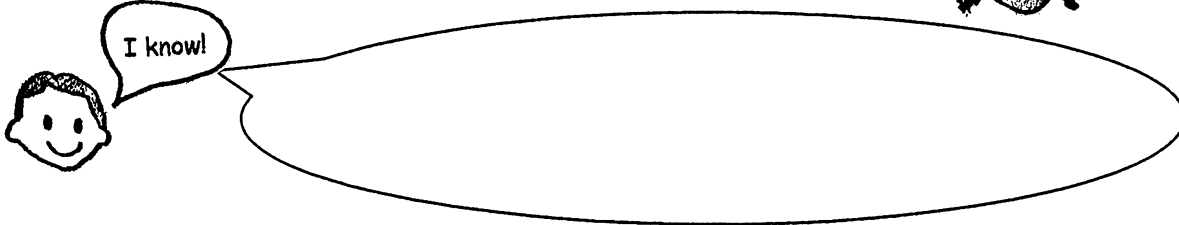
Phase 2, Take Action

Name _____

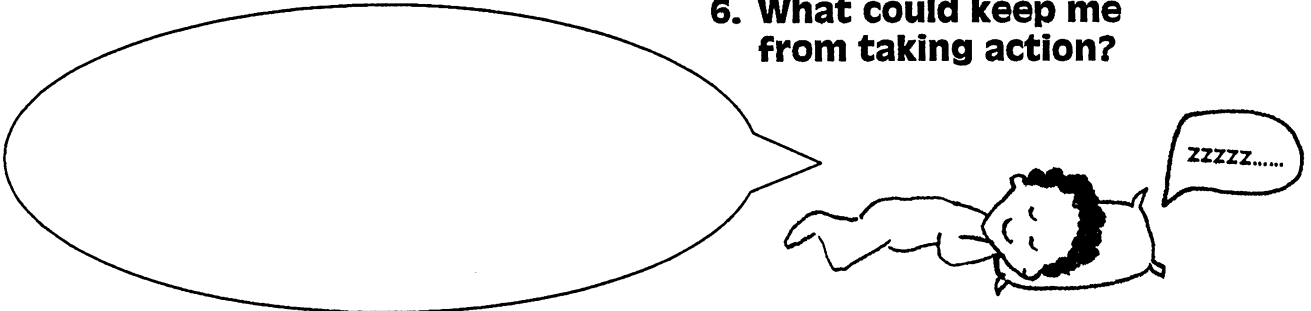
Date _____

Problem to Solve: What is my plan?

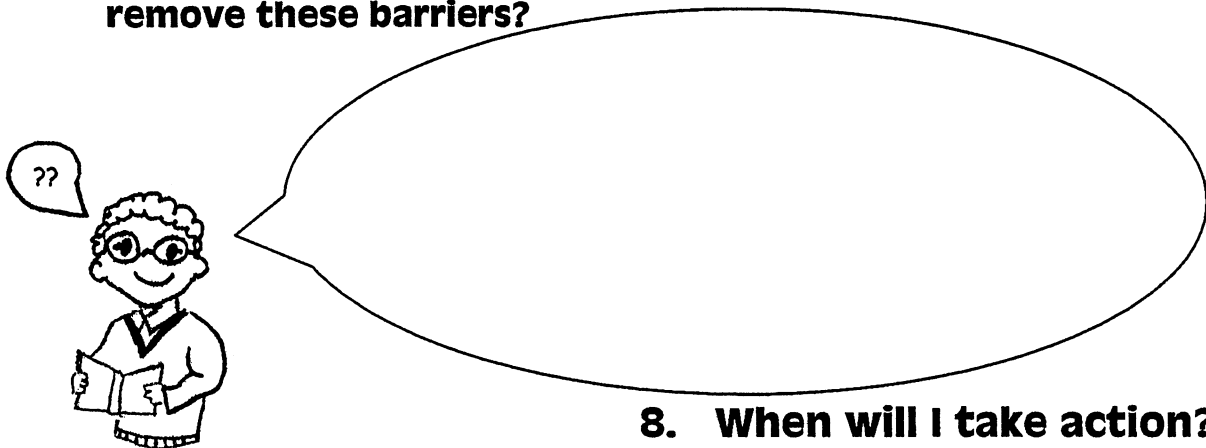
5. What can I do to learn what I don't know?



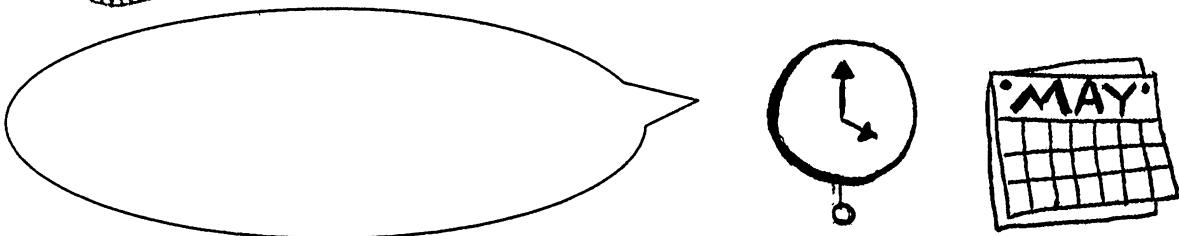
6. What could keep me from taking action?



7. What can I do to remove these barriers?



8. When will I take action?



End of Phase 2. . .I will start working on my plan and then go on to Phase 3.

Phase 3, Adjust Goal

Name _____

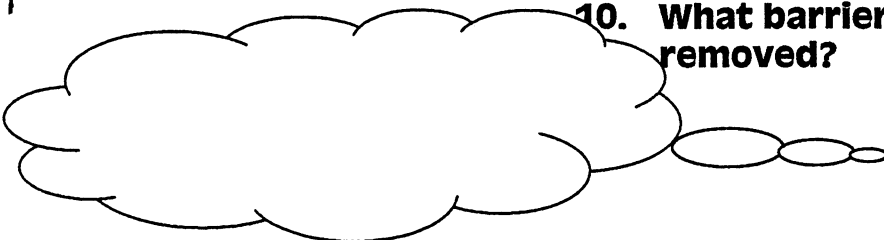
Date _____

Problem to Solve: What have I learned?

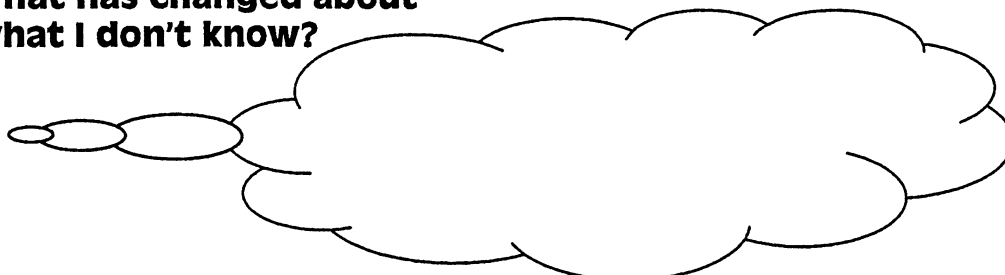
9. What actions have I taken?



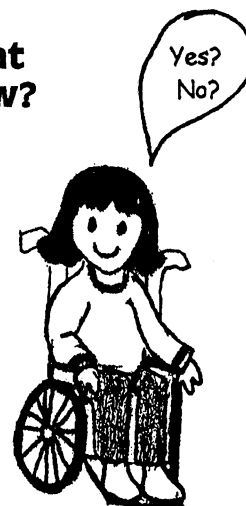
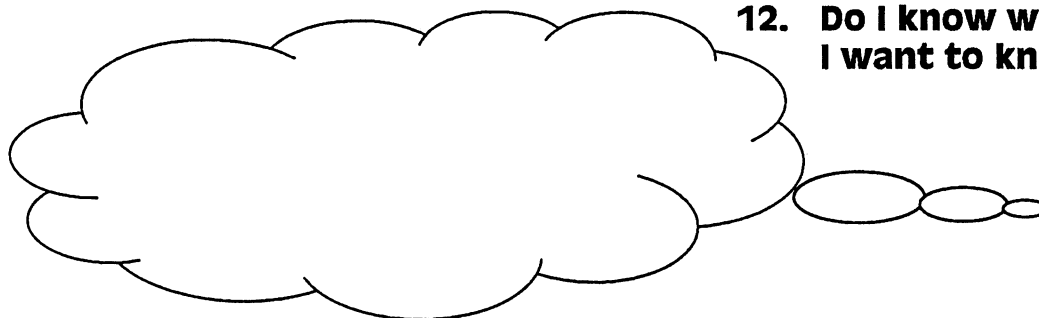
10. What barriers have been removed?



11. What has changed about what I don't know?



12. Do I know what I want to know?



Here's how I feel about what I did!

A long, horizontal rectangular box with rounded ends, intended for writing feelings. A small, fluffy character is peeking out from the right side of the box.

Who am I?

My first name is: _____ **My last name is:** _____

Parent name(s): _____

My brothers and sisters: _____

I live at: _____ **in** _____

in the state of _____

My telephone number is: _____

Things I like to do: _____

Here's what I say to tell people what I can do for myself: _____

Here's what I say to tell people what I may not be able to do alone: _____

Rules and Extra Help:

At *school* I know the rules of my classroom. These are the ones that are really important: _____

At *home* I know the rules and expectations of my parents. These are the ones that are really important: _____

I need to ask questions *at school or home* when: _____

At *school*, I help these people (list of people and what I do for them):

At *school*, I can ask these people if I have a question or need something: _____

In my *neighborhood and at home*, I can help these people (names and what I do for them): _____

In my *neighborhood and at home*, I can ask these people if I have a question or need something: _____

Here's how I ask people to help me: _____

I need to remember to do this to communicate better: _____

If someone asks, here's how I explain about any disability I have: _____
